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ABSTRACT

This document is considered to be both a report on the progress in achieving additional desegregation in the public colleges and universities in Tennessee, as well as a report on the ability of the public institutions to achieve specific minority enrollment and employment goals which differ from, but are more ambitious than the goals in the original plan. Chapters address the following areas: the role and responsibility of the monitoring committee, the statewide plan, which include (a) a summary analysis of performance, concerns, and actions steps with regard to desegregation of students, faculties, administrative personnel, and the staffs of the commission and the two governing boards and (b) the revised desegregation goals for state university, the community college system, and for the University of Tennessee; the Nashville Area plan, which includes (a) overview of performance and action steps, (b) racial composition of students, faculty, and administrators, (c) the actions taken toward implementing the long-range desegregation plan as it applies especially to the Nashville area, and, (d) the improvements in the physical plant of the Tennessee State University; and impact assessment, which includes (a) purpose, (b) actions that require it, (c) responsibility for it, and, (d) its procedures and contents. Among information provided in the appendices are statistical tables and notes. (Author/AM)

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DESEGREGATION PROGRESS REPORT

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Prepared by
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U.S. Department of Health, Education & Welfare
Washington, D.C. 20540

For the
Monitoring Committee on Desegregation

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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I.

DESEGREGATION PROGRESS REPORT

THE ROLE AND RESPONSIBILITY OF THE MONITORING COMMITTEE

This progress report is submitted in accordance with the Long Range Plan for Achieving Additional Desegregation of Public Higher Education in Tennessee, a plan originally submitted to the Court in July 1974. That plan provided for the establishment of a Monitoring Committee with the following responsibilities:

(1) To make an annual review of desegregation progress statewide and at each institution and to report their findings to the Court by the 15th of November of each year.

(2) To make recommendations to the governing boards and to the Higher Education Commission of any recommended changes or additions in the desegregation plan that are necessary in order to continue the progress specified in the plan.

(3) To make any other studies or collect any information necessary to monitor the progress in achieving the desegregation goals specified in the plan.

This Desegregation Progress Report responds to the first and most important responsibility of the Monitoring Committee.

The original Long Range Plan was prepared by an Ad Hoc Committee on Desegregation comprised of members from both of the governing boards and the Higher Education Commission. In a period of uncertainty as to whether action of the Court was required before the

provisions of the Long Range Plan might be implemented, that Ad Hoc Committee continued to meet and to provide guidance to the two governing boards and the Commission on the desegregation plan. The Ad Hoc Committee met in February and October of 1975.

In the fall of 1975 members of the Ad Hoc Committee reasoned that, since the Long Range Plan had been formally endorsed by both of the governing boards and the Higher Education Commission and since there was no Court order to the contrary, it was both proper and desirable for defendants to begin implementation of the plan. Accordingly, the Ad Hoc Committee recommended this action and was itself dissolved. The two governing boards and the Commission then responded to the Ad Hoc Committee recommendation by appointing members of the Monitoring Committee as specified in the original Long Range Plan. Membership of the Monitoring Committee may be found in THEC Appendix A of this Progress Report.

At its first meeting on December 19, 1975, the Monitoring Committee heard reports on recent Court actions and on steps necessary for the preparation of the Progress Report, which had been due to the Court on November 15, 1975. (An affidavit from Dr. Wayne Brown, Executive Director of the Higher Education Commission, indicated that this report would be forthcoming by February 15, 1976.) The principal outcome of the December 19, 1975, meeting of the Monitoring Committee was to charge a subcommittee in the preparation of this Progress Report. (The minutes of that meeting and all other meetings of the Monitoring Committee are a matter of public record and available in the offices of the two governing boards and the Higher Education Commission.)

A preliminary draft of the Desegregation Progress Report was reviewed and revised by the Monitoring Committee in a public meeting of February 5, 1976. The Progress Report is composed of three major sections as follows:

The Statewide Plan: An Assessment of Goals, Performance, and Recommendations--provides a report of revised desegregation goals (for students, faculty, staff, etc.), a record of performance in achieving these goals, and an assessment of steps needed to continue progress toward the goals.

The Nashville Plan: An Assessment of Goals, Performance, and Recommendations--provides a similar analysis and evaluation for the Nashville area.

Impact Assessment--describes policies and procedures to be adopted for the review and evaluation of educational policy and programs that may have an effect on the achievement of desegregation goals.

Where there are encouraging data to share on the achievement of desegregation, the Committee has attempted to highlight these elements of performance. In keeping with its responsibility to maintain a critical and evaluative view of progress, the Committee has also attempted to be equally candid in its assessment of disappointing results and to present recommendations that might alleviate problems which appear to impede continuing progress.

Pending the review and response of the Court to the entire Long Range Plan and to the specific performance reported in this Progress Report, the Monitoring Committee intends the following activity during the coming year:

- (1) To receive quarterly written reports from the two governing boards and Higher Education Commission on the specific plans outlined in this Progress Report--with specific emphasis on timetables of events for program implementation in the Nashville area.

- (2) To conduct hearings in which institutional heads and other personnel will be invited to discuss both progress and problems in achieving desegregation goals. Such hearings will serve dual purposes--to emphasize the importance of the state plan to campus personnel and to sensitize members of the Monitoring Committee to institutional problems in implementing the plan.
- (3) To make recommendations to the two governing boards and the Higher Education Commission concerning actions that would further assist in implementing the plan.
- (4) To submit a second Progress Report to the Court by February 15, 1977. This date is suggested in replacement of the November timetable specified in the original Long Range Plan primarily because data on students, faculty, and staff cannot be made available for analysis in time for a November submission.

II.

THE STATEWIDE PLAN

This section of the progress report presents a detailed review and analysis of desegregation progress statewide, together with an account of actions which the Monitoring Committee will take in the near future to ensure both additional desegregation and implementation of the statewide plan. Part A of this section presents an overview of performance, concerns and actions steps, and Parts B and C are detailed reports prepared by the two governing board staffs.

It is appropriate to remark at the outset that this report on desegregation should be interpreted within the context of (a) the Long Range Plan which was filed with the Court in July, 1974; (b) defendants' decision to implement that plan in Fall, 1975; and (c) defendants' recent decision to update and revise the minority enrollment and employment goals contained in the original plan. Thus this report is both a report on progress in achieving additional desegregation in the public colleges and universities in Tennessee, as well as a report on the ability of the public institutions to achieve specific minority enrollment and employment goals which differ from--but are more ambitious than--the goals in the original plan.

A. AN ABSTRACT OF PERFORMANCE, CONCERNS, ACTION STEPS

This part of the report contains a summary analysis of performance, concerns, and action steps with regard to desegregation of students, faculties, administrative personnel, and the staffs of the Commission and the two governing boards.

Racial Composition of Students

Performance. Between 1974 and 1975 the enrollment of black students increased from 11.9 percent to 12.6 percent of total enrollments in Tennessee's public colleges and universities. As shown in THEC Table I, this represents an increase of about 2,500 black students, from 14,236 in Fall, 1974, to 16,744 in Fall, 1975. Since the state goal for Fall, 1975, was to enroll at least 16,120 black students, or 12.8 percent of total fall enrollments, actual enrollments represent progress not only in achieving additional desegregation but also progress in achieving desegregation goals.

Progress was also made toward a more balanced distribution of black students. At TSU, for example, black enrollment declined from 87.5 percent of total enrollment in Fall, 1974, to 85.0 percent of the total in Fall, 1975, even though total black enrollment at TSU is greater this year than it has been since 1969. At the state's predominantly white universities, on the other hand, black enrollment increased as a percent of total enrollment at every institution except one; at ETSU black enrollment increased from 184 to 199 between Fall, 1974, and Fall, 1975, but declined slightly as a percent of total enrollment (from 2.0% to 1.9%). At the community colleges black enrollment increased at each institution, but proportionate increases occurred at only five institutions.

From a statewide point of view, then, about 60 percent of the total 1974-75 increase in black enrollment occurred at institutions other than TSU and Shelby State Community College. This represents steady although not extraordinary progress in achieving a more balanced distribution of black enrollments in Tennessee.

At the freshman level two significant changes occurred which merit attention. First, as shown in THEC Table II, the total number of black freshmen increased from 15.8 percent of all freshmen in 1974 to 16.9 percent in Fall, 1975. If attention is focused on first-time freshmen only, then blacks comprised 18.3 percent of all first-time freshmen in Fall, 1975. In either case, this is the first year in which the proportion of freshmen who are black has exceeded the proportion of blacks in Tennessee's population. Second, in the past few years most of the year-to-year increase in black freshmen has occurred at Shelby State Community College and at TSU, but this did not occur in Fall, 1975.

<u>Year</u>	<u>Total Increase in Black Freshmen</u>	<u>Increase at SSCC and TSU</u>	
		<u>No.</u>	<u>% of Total</u>
1974-75	1,971	877	44.5
1973-74	849	490	54.7
1972-73	933	653	70.0

While a significant proportion of black freshmen continue to be attracted to the two predominantly black public institutions, these figures show that the distribution of black freshmen is becoming increasingly more balanced.

Statewide progress in achieving desegregation goals depends, of course, upon the extent to which the several institutional goals are met. As indicated earlier, the minority enrollment goals which constitute the standards for assessing 1974-75 minority enrollment changes are different--but more ambitious and detailed--than those in the original plan. THEC Table III identifies the 34 areas in which minority enrollment goals were established and compares the goals with actual Fall, 1975, minority enrollments. THEC Table IV

ranks each institution, by level, in terms of the extent to which the particular goals at the institution were achieved. As Table IV illustrates, 17 of the 34 institutions/institutional academic units which established Fall, 1975, minority enrollment goals achieved 90 percent or more of their respective goals. An additional 9 institutions/institutional academic units achieved 80-90 percent of their stated goals. From a statewide point of view, then, progress in desegregation at the state level is not just due to significant progress in a few areas, but rather represents steady progress at most of the institutions and institutional academic units in the state.

While neither the Commission nor the governing boards have detailed information with regard to retention and attrition by race, THEC Table VI does show that the percentage of total degrees awarded to blacks between 1974 and 1975 increased at most institutions and with regard to most types of degrees. While significant conclusions cannot be drawn from these data without further study, the data do suggest that the black students who have enrolled in Tennessee's public colleges and universities in the past 2-6 years are increasingly successful in the pursuit of their educational goals.

Concerns. Although the state's higher education officials believe that steady progress is being made toward a fully desegregated system of public higher education in Tennessee, it is also recognized that there are areas for concern--areas in which greater progress can and should be made. The major areas of concern with regard to the statewide plan are as follow.

- (a) As THEC Table IV shows, there were 7 institutions/institutional academic units which achieved less than 70 percent of their

respective Fall, 1975, minority enrollment goals. Of the 7 schools, 6 are graduate or professional schools. This raises the question of whether the methods and procedures for attracting and retaining graduate level minority students are sufficient and what can be done to make them more effective.

- (b) The unexpected increase in the number of new black freshmen points to the need for an increased emphasis upon retention in the Long Range Plan so that these students have the educational resources which may be necessary if they are going to accomplish their educational goals. In an obvious way, retention at the undergraduate levels affects enrollments at the graduate levels, so this concern is related to the first.
- (c) Although many institutions and units achieved, or came close to achieving, their minority enrollment goals, not all of the goals were equally ambitious. In some instances, either all or a large proportion of an interim goal was achieved even though the number or proportion of blacks enrolled actually declined. Most of the groups in the bottom half of THEC Table IV fall into this category, as does the UT Knoxville Law School.

Action Steps.

1. The Monitoring Committee will invite selected institutional heads to appear before it at its next meeting in order to explain any special difficulties which that institution is experiencing in achieving its minority enrollment goals. In particular, the Committee will invite the heads of the institutions which achieved less than 70 percent of their respective Fall, 1975, goals; these are identified in THEC Table IV. Institutional heads may designate other institutional personnel to discuss specific difficulties or plans.

2. The Monitoring Committee will ask the governing board staffs and Commission staff to report on what steps can and will be taken to obtain better information on retention and attrition. The Committee believes that better information is needed in this area before any specific conclusions can be drawn about the need for strengthening the Long Range Plan in this regard.
3. The Monitoring Committee will invite selected institutional heads, or others they may designate, to explain the rationale for establishing equal access minority enrollment goals. The Committee will focus its attention on those areas where an excessively long time will be required to achieve the goals, such as at the two law schools and others.

Racial Composition of Faculties

Performance. Between Fall, 1974, and Fall, 1975, the number of black full and regular part-time faculty in the public colleges and universities increased from 360 to 389, or from 5.7 percent to 5.9 percent of all such faculty. As in some areas of minority enrollments, this represents steady but not extraordinary progress, especially since black faculty were 5.9 percent of the total in 1969 as well, as shown in THEC Table VII.

Nevertheless, it is still appropriate to say that the overall changes which have occurred in minority faculty employment are changes which represent progress. The reason for this is that, although the proportion of black faculty has not increased significantly in recent years, the distribution of black faculty has changed significantly. In 1969, for example, about 95 percent of TSU's faculty were black, and there were no black faculty at 8 of the 16 colleges and universities which existed at that time. In Fall, 1975, only one institution, ETSU, has no black faculty member; less than 70 percent of TSU's faculty is black; and the number of black faculty in the predominantly white universities has increased from about 50 in 1969 to about 150 in 1975.

In addition, as THEC Table VIII shows, 11 of the state's public colleges and universities met or exceeded their Fall, 1975, minority faculty employment goals, and an additional 7 achieved 70-100 percent of their respective goals.

In summary, progress in desegregation of faculties has been consistent and steady in each of the years between 1969 and 1975 and in virtually every institution. This is not very well reflected in the statewide figure of 5.9 percent, however, because proportionate decreases in black faculty at TSU have been matched by comparable increases at the predominantly white institutions.

Concerns. Our central concern with regard to the employment of minority faculty is that it will continue to be easier to increase the proportion of white faculty at TSU than it will be to increase the number of blacks at the other institutions, due to the nationwide shortage of blacks who are qualified for college teaching positions. This difficulty is compounded by the fact that there are no reasonable and workable methods for identifying realistic minority faculty employment goals. Thus, even though the colleges and universities are currently utilizing the best available methods, it cannot be expected that the goals they establish will consistently be realistic and achievable.

In addition, it is important to point out, as does the UT report which follows, that a college's or university's "ability to meet its affirmative action goals depends, in significant part, on its receiving an adequate level of funding to permit the filling of faculty and administrative vacancies on a full-time basis, in a planned and orderly manner, and at salary levels competitive with those at comparable institutions of higher education throughout the United States.

Funding in 1975, and legislative restrictions on available salary funds, allowed none of these conditions to be met. It is indeed amazing that any progress in faculty and administrative staff desegregation occurred."

Action Steps. These concerns do not justify taking minority faculty goals lightly, but rather they point to the need for the necessary resources and for greater efforts to increase the supply of qualified black faculty. Although the number of blacks qualified for and interested in college teaching and research will increase in Tennessee as the Long Range Plan is implemented, the University of Tennessee and the State Board of Regents can do even more if they implement the grant-in-aid programs which were mentioned in the Long Range Plan, giving priority to minorities. The Monitoring Committee will ask the Chancellor of the State Board of Regents and the President of the University of Tennessee to report on the status of their respective grant-in-aid programs.

Racial Composition of Administrators

Performance. Between 1974 and 1975 the number of black persons in institutional administrative positions increased about 18 percent statewide, while the total number of administrators increased only about 7 percent. From a statewide point of view, this had the effect of increasing the proportion of black administrators, as THEC Table IX shows, from 9.8 percent in Fall, 1974, to 10.7 percent in Fall, 1975. If TSU is excluded from the calculation, then the number of black administrators increased 22.5 percent between Fall, 1974, and Fall, 1975, or from 71 in Fall, 1974, to 87 in Fall, 1975.

Concerns and Action Steps. As THEC Table IX shows, if the 1974-75 changes are put into a broader historical context, then the overall pattern since 1969 is one of stable but not extraordinary progress in the desegregation of administrators, and one of stable but not extraordinary progress in achieving a more balanced distribution of black administrators. Nevertheless, the central concerns here are the same as the concerns about minority faculty employment--the shortage of qualified black persons who are interested in college administration, and the difficulty of establishing realistic minority administrative goals. In spite of these difficulties, however, institutions should be able to achieve their goals in this area as the number of minority faculty increases and if the resources are provided to implement the grant-in-aid programs described in the Long Range Plan.

The Monitoring Committee will receive reports from those institutions which seem to be having the greatest difficulty in achieving minority administrative employment goals (see THEC Table X). The Committee will also ask the President of the University of Tennessee and the Chancellor of the State Board of Regents to report on the status of their respective grant-in-aid programs.

Racial Composition of Non-Institutional Administrative Staffs

Performance. THEC Table XI summarizes data with regard to the racial composition of the administrative staffs of the State Board of Regents, the University of Tennessee, and the Higher Education Commission. As the table shows, the Board of Regents and the UT central administration have each added an additional black person

to their respective staffs since the last progress report; these actions served to raise the racial composition of the three staffs, taken together, from 1.1 percent in 1974 to 2.7 percent at the present time.

Concerns and Action Steps. The racial composition of these staffs is disappointing even though the State Board of Regents has made significant progress. Because of the leadership roles of these groups, it is reasonable to expect them to take the lead in becoming fully desegregated as well.

The Monitoring Committee will ask the chief executive officers of both boards and the Commission to report on what progress can be expected to occur and what difficulties each staff will face in achieving additional desegregation, by the time of the next progress report to the Court.

B. REVISED DESEGREGATION GOALS AND PROGRESS
TOWARD GOALS FOR STATE UNIVERSITY AND
COMMUNITY COLLEGE SYSTEM OF TENNESSEE

This section provides an examination of desegregation goals and progress toward achievement of those goals for the State University and Community College System of Tennessee. More specifically, this section is concerned with the revised equal access goals for student desegregation, the progress made in achieving those goals during the one-year period of Fall, 1974, to Fall, 1975, and the establishment of interim goals required to achieve equal access in student enrollment. Further, this section reviews the progress of desegregation of faculty and administration on each campus during the same year and the interim goals established for achievement of desegregation goals in the years ahead.

Racial Composition of Student
Enrollments of the State Board of Regents Institutions

This section of this report deals with the racial composition of student enrollments of the State Board of Regents System as a whole and the institutions comprising the System. More specifically, it discusses the establishment of equal access goals, application of these goals, the degree of success in achieving the interim goals, and an analysis of actual enrollment trends.

In order for the reader to understand the content of this section, it is necessary to discuss how the equal access goals and the interim goals were established to insure the attainment of the equal access goals.

Methodology for Determining Equal Access and Interim Goals: The methodology used in determining student equal access and interim goals for the State Board of Regents System and its institutions (see Tables SBR-I and SBR-II), is as follows:

1. Identification of Tennessee counties from which each institution attracts its students by using the Student Information System data (Headcount Enrollment by Race and by County of Legal Permanent Residence Report) for the fall term of 1975.
2. Identification of those counties for each institution from which a minimum of sixty-seven percent (67%) of the headcount student enrollment comes.
3. Identification of the racial mix (percent black) of each of those counties identified in Number 2 using the 1970 census data.
4. Computation for each institution was made according to the following example:

Name of County (A)	Percent Black of Population (B)	Percent of Headcount from County (C)	Percent of Goal From County (B) x (C)
Gibson	20.51	15.92	3.27
Henderson	9.99	7.00	.70
Madison	31.11	45.24	14.07
Subtotal		68.16	18.04
Plus State			
Less Metro	9.30	31.84	2.96
Equal Access Goal			21.00

5. Interim goals were established for each institution by taking the difference between the actual 1974 percentage black of total headcount and the equal access goal, and allocating an equal proportion to each two-year period until the equal access goal would be reached. The number of years required to attain the goal for each institution was subjectively determined on the basis of the amount of difference and the specific nature of the institution.

6. Similar methods as cited above were used to determine the goals for undergraduate and graduate levels for the universities. The equal access goal for the law school at Memphis State University used the percentage black of the total census population of the State of Tennessee which assumes the law program serves the entire State.

Tennessee State University has been treated in an exceptional way in the determination of equal access and interim goals. As shown in Table SBR-I, no equal access goal has been set for Tennessee State University; because if the same logic or method were applied to Tennessee State University, it would require Tennessee State University to achieve a racial mix equal to the racial mix of the Tennessee counties from which students come. Simply stated, Tennessee State University would become an institution with approximately twenty percent black student enrollment. With such an equal access goal, Tennessee State University faces an unrealistic task within the time frame considered. Not intending to impose a disproportionate burden on Tennessee State, the State Board of Regents System and Tennessee State University have only determined interim goals as shown in Table SBR-I. The matter of setting an equal access goal for Tennessee State University will be addressed at a future time based upon the development of desegregation efforts of other institutions of higher education during the next few years.

Progress of Desegregation Efforts of State Board of Regents Institutions.

In the fall of 1974, student headcount enrollment number was 74,437 for the institutions under the governance of the State Board of Regents. Of this number, 11,678 (15.69%) were black. The headcount enrollment of the fall of 1975 reflects an increase in the proportion of black students. As shown in Table SBR-III, the actual student headcount was 84,015 for the total System of which 13,651 were black (16.25%). The total enrollment data for the State Board of Regents System (including community colleges) without

Tennessee State University in 1974 shows 7,566 black students (10.85%) and in 1975, 9,258 black students (11.74%). It should be noted that this increase in the percentage black for the System resulted at a time when the proportion of black students at Tennessee State University was decreasing (87.32% in 1974; 85.00% in 1975).

This trend is also reflected in the data in Table SBR-III in the totals for the universities with and without Tennessee State University. These data show the proportion of the university, student enrollment in 1974 with Tennessee State University to be 15.00 percent black and in 1975 to be 15.53 percent black. The data without Tennessee State University shows 8.37 percent black in 1974 and 8.92 percent black in 1975.

Black student enrollments in the community colleges increased from 1974 to 1975 by 1,141; a percent increase of 34.88. The rate of increase for other race students was 32.81 percent which indicates the rate of growth in black student enrollment in the community colleges is higher than the rate of increase for other race students. This same trend is true for the State Board of Regents System as a whole; 16.90 percent increase in black enrollment and a 12.12 percent increase in other race student enrollment.

Progress in the Desegregation of Undergraduate Enrollment. The data in Table SBR-IV give an actual and projected undergraduate student headcount, the number of black students, and the percentage black for each institution and the System as a composite. These data on undergraduate enrollments show that the most progress in desegregation occurred at this level. In 1974, 10,322 of the total undergraduate enrollment for the System were black (16.10%). By the fall of 1975, 12,327 (16.83%) of the 73,211 undergraduate students

enrolled were black. The largest difference in the rate of increase in undergraduate enrollment by race occurred in the universities as a group. The universities as a group, with Tennessee State University included, experienced a black undergraduate student enrollment increase of 12.25 percent. In the same one-year period, other race undergraduate student enrollment increased only 5.49 percent. Excluding Tennessee State University, the percentages show an increase of 15.74 percent in black enrollment and 5.17 percent other race student enrollment. Clearly, significant progress is being made toward increasing the proportion of black high school graduates who attend predominantly white institutions.

The projected 1980-81 undergraduate enrollment data shown in Table SBR-IV, assuming the interim goals were achieved, would further this effort and would result in increased significant progress toward desegregation. By 1980-81, the State Board of Regents black undergraduate student enrollment would increase by 35.78 percent, including Tennessee State University, and by 54.92 percent excluding Tennessee State University. During this same period, other race State Board of Regents undergraduate student enrollments would increase by 18.90 percent, including Tennessee State University, and by 17.53 percent excluding Tennessee State University.

It should be noted that the overall System percentage of black undergraduate student enrollment (18.78%), including Tennessee State University, for 1980-81 exceeds the percentage of black persons in the state-wide population as shown in the 1970 census (16.10%). Excluding Tennessee State University, the System's percentage of black undergraduate student enrollment (15.39%) is less than one percentage point below the state-wide black percentage of the population of the State of Tennessee.

The System is, indeed, moving toward a realistic equal access goal by 1980. It is recognized that different institutions of the System serve different areas of the State which have differing percentages of black population. But, taken as a state-wide System of higher education serving state-wide educational environments with broad and diverse educational programs, it would seem logical that the System's equal access goals should approximate the percentage of black persons contained within the State's population.

Progress in Desegregation of Graduate Enrollment. The data presented in Table SBR-V show the actual and projected graduate student enrollments by race and percentage black for the six universities of the State Board of Regents System. These data show that in 1974, 1,344 of the total 9,753 graduate students were black (13.78%), including Tennessee State University. Excluding the enrollment at Tennessee State University, 897 of the 9,078 graduate students were black (9.88%). In 1975, the number of Black graduate students, including Tennessee State University, had decreased in number to 1,317 of the total 10,257 (12.84%). Excluding Tennessee State University, the number of black graduate students had increased slightly to 920 of the total 9,595 for the other five universities; however, stated in percentages, their total black graduate student enrollment declined from 9.88 percent to 9.59 percent.

Assuming the projected interim goals for equal access to graduate higher education are reached by 1980 as shown in Table SBR-V, it is expected that the percentage of graduate enrollment would exceed the percentage of black persons in the state-wide population; 16.48 percent compared to 16.10

percent respectively. Excluding Tennessee State University, the percentage of black graduate students in 1980 falls below the State percentage for black population; 13.30 compared to 16.10 respectively.

Progress in Desegregation of Law Enrollment. The data presented in Table SBR-VI show the actual and projected law student enrollments by race and percentage black for Memphis State University Law School. These data show that in 1974, eight law students were black (1.42%) of the total 564 law students enrolled. In 1975, the total number of students enrolled in the law program had decreased to 547 of which seven (1.28%) were black. It was expected that the enrollment of the law school would increase to 574 in 1975 rather than decrease as it did. It was also expected that the number of black would increase from eight to fourteen (2.52%), however, this did not occur, (as shown in Table SBR-VI).

President Billy M. Jones, in his letter to Chancellor Nicks, dated January 19, 1976, indicated that there is increased competition from other states in the recruitment of qualified black law students. Efforts are being made at this time to raise money from outside sources for the purpose of recruitment of black law students in the future.¹

Assessment of Interim Goal Achievement--1974 to 1975. The data shown in Tables SBR-VII, VIII, IX, and X, present the degree of interim goal achievement by institution and for the System as a whole by level of instruction using the actual student headcount enrollments for 1975 and the interim equal access goals established for 1975. The data presented in Table SBR-VII show that the interim goal for percent black for all levels of the six universities, including Tennessee State University, is 15.59 percent.

¹Efforts to secure outside resources for scholarships have been successful. See President Jones' letter in Appendix C.

The actual percentage of students enrolled who were black is shown as 15.53 or 99.62 percent of the interim goal. Excluding Tennessee State University, the other universities achieved 94.19 percent of their combined goal.

The community colleges, as a group, achieved 89.83 percent of their interim equal access goal.

The total State Board of Regents System, as shown at the bottom of Table SBR-VII, achieved 96.90 percent of its interim equal access goal with Tennessee State University included and 94.37 percent of its equal access goal with Tennessee State University excluded.

As shown in Table SBR VII, the State Board of Regents System achieved 98.13 percent of its undergraduate interim equal access goal with Tennessee State University included and 95.59 percent of its goal with Tennessee State University excluded.

Table SBR-IX presents the data on equal access goal achievement for the universities of the System regarding graduate level enrollment. The universities achieved 88.67 percent of their combined goal with Tennessee State University included and 87.98 percent of their combined goal with Tennessee State University excluded.

Table SBR-X shows that the Memphis State University Law School only achieved 50.79 percent of its interim equal access goal.

Racial Composition of Faculties

This section addresses the racial composition of the faculties of the State Board of Regents System as a whole and the institutions comprising

the System. More specifically, it contains the faculty employment goals as developed by each institution in the affirmative action plan and an analysis of the degree of success in achieving the interim goal for 1975.

Methodology for Determining Desegregation and Interim Goals of State Board of Regents Institutions. The methodology used in determining desegregation goals and interim goals for faculty of institutions of the State Board of Regents System shown in Tables SBR-XI and SBR-XII is as follows:

1. Preparation and adoption of a systemwide affirmative action plan.
2. Preparation and adoption of affirmative action plans for each institution which included a utilization study of existing faculty.
3. Identification of applicant pools for faculties by area of expertise and discipline.
4. Assessment of availability of potential applicants for professional positions and identification of overall desegregation goals for faculty by institution.
5. Interim goals were established for each institution by taking the difference between the actual 1974 percentage black of each faculty and the desegregation goal and allocating an equal proportion of the difference to each two-year period until the desegregation goal would be reached. The number of years required to attain the goal for each institution was subjectively determined on the basis of the amount of difference and the specific nature of the institution depending on the specific types of technical instructional programs offered.

Progress in Achieving Interim Goals (1975). At the beginning of the 1974-75 school year, the System employed 2,968 faculty. As shown in Table SBR-XIII, 257 were black (8.66%). Excluding Tennessee State University, the System employed 2,699 faculty of which 68 were black (2.52%). By the 1975-76 school year, total System faculty numbered

3,143 with 281 black (8.94%). This was an increase in black faculty of 9.34 percent. Without Tennessee State University, the System increased its total black faculty by 33.82 percent.

Comparing actual System employment levels in 1975-76 to projected or interim 1975-76 goals, the System did not achieve its anticipated level of total black faculty, as shown in Table SBR-XV, of this report. However, the System came within two (2) faculty persons of reaching the stated interim goal. Excluding Tennessee State University, the System reached its anticipated employment goals in numbers of black faculty, but the percentage of black faculty of the total was not achieved--actual percentage of 3.17 versus an estimate of 3.20 percent. Overall, it appears that the System is approximately on target relative to its goal for employment of black faculty (99.06 percent achievement).

Even when one reviews each institution, it is evident that most institutions have been successful in reaching the projected goals. Two universities, Memphis State and Tennessee Tech, and eight community colleges surpassed the anticipated 1975-76 goals. The six institutions not reaching the goals came within a percentage point to the projected goals--from a maximum of 0.96 percent at the universities to a maximum of 0.55 percent at the community colleges of the System.

Racial Composition of Administrative Staffs

The racial composition of administrative staffs of the institutions in the State Board of Regents System is shown in Table SBR-XIV by institution and the System as a whole. The methodology for determining the stated desegregation goals and interim goals is identical to that

in the section pertaining to faculty. Each campus has developed an affirmative action plan which contains an estimate of employment goals by racial mix for administrators.

Progress in achieving interim goals for 1975 is shown in Table SBR-XVI. Note that the System as a whole surpassed its interim goals by 1.43 percent. At the beginning of the 1975-76 school year, the System had 120 black administrators out of a total of 709 (16.93%). The interim goal for 1975 was 15.50 percent. Excluding Tennessee State University, the interim goal was 5.70 percent and the actual employment figure was 5.71 percent for black administrators.

The community colleges as a group came within two (2) persons of reaching the anticipated interim goal. However, the total number of administrators anticipated at the ten community colleges is only 19. Most institutions anticipated hiring only one black administrator during the period from 1974 to 1975, the goals were not reached and the data in Table SBR-XVI shows a 0.00 percent achievement for these cases. The community colleges reached only 88.77 percent of their anticipated interim goal as a group.

Racial Composition of Non-Institutional Administrative Staff of the State Board of Regents

Since the filing of the May, 1975, "Progress Report on Implementation of Desegregation Plans," the State Board of Regents has appointed a black person to serve as Associate Vice Chancellor for Academic Affairs. This is a major administrative position on the Board's staff. A black person has also accepted the position of Assistant to the General Counsel for the Board. These actions change the percentage of black administrators at the System level from 0.0 reported in May, 1975, to 9.1.

Racial Composition of the State Board of Regents

The State Board of Regents consists of sixteen members including four ex-officio members and the immediate past Commissioner of Education. From the time of its establishment in 1972, this Board has included two black persons among the eleven public members appointed by the Governor.

C. REVISED DESEGREGATION GOALS AND PROGRESS TOWARD GOALS FOR THE UNIVERSITY OF TENNESSEE

Presented herewith are statistical analyses and discussions relating to the following matters: (1) revised and expanded enrollment projections, by race, for each campus of the University of Tennessee; (2) revised and expanded projections for employment of black faculty and administrative personnel for each campus of the University of Tennessee, the Institute of Agriculture, and the central administration; and (3) an up-to-date listing of the membership of the University of Tennessee Board of Trustees, identifying the Black members of this Board.

Recruitment Goals for Black Students

The enrollment of degree-credit students at each campus of the University of Tennessee for Fall 1974 and Fall 1975 are shown in Table UT-I. Both total headcounts and headcounts of black students are shown. Also, projected enrollments for Fall 1975 and Fall 1980 are included for comparative purposes. This table has been expanded to include information beyond that of Table I, Appendix A, of the Long-Range Plan as follows:

- (1) Actual enrollment statistics have been updated to Fall 1974 and Fall 1975.
- (2) Data and projections for each institution have been expanded to show actual and anticipated enrollments by level: graduate and undergraduate enrollments at each campus; law enrollments at the University of Tennessee, Knoxville; and enrollments in each of the professional colleges at the University of Tennessee Center for the Health Sciences.

- (3) Revised 1980 enrollment projections provided by the Tennessee Higher Education Commission have been employed (mid-points of ranges only have been shown for ease of reading). In general, these differ little from those in the Long-Range Plan except for the University of Tennessee at Martin, where the revised table projects lower total growth between 1975 and 1980, reflecting demographic trends in that institution's service area.
- (4) A "demographic" percentage of black students has been calculated by the THEC Staff for each campus, based on the percentages of students from each county attending that campus (at each level) and the percentages of black college-age (15-24 Yrs.) students in those counties; these are listed in Table UT- I. Percentages of black students in the range of these "demographic" percentages represent an ultimate long-range goal signifying complete equality of access for all students. The time necessary to attain these "demographic" percentages at each campus, by level, has been estimated by linear extrapolation of the 1974-1980 black enrollment trends, and these are shown in Table UT-1. It should be noted that the methodology employed in arriving at these "demographic" goals is identical with that employed by the Board of Regents in establishing "equal-access" goals for their institutions (Section II-B) with one exception: the University of Tennessee goals were calculated utilizing racial data for the 15-24 year age group, while the Board of Regents' goals were calculated using such data for the entire population of each county in question.

Implementation procedures for attaining the black enrollment goals of Table UT-I involve actions both in the areas of recruitment and of increasing student retention. These are presented in the Long-Range Plan and in the Interim Desegregation Plan filed by the University of Tennessee with the Court on April 1, 1974. Additional actions implemented by the University of Tennessee, Knoxville since the filing of this plan are presented in Appendix B.

Progress in Achieving Goals

Progress in the Desegregation of Undergraduate Enrollments. The data presented in Table UT-1 show significant and encouraging progress in the desegregation of the undergraduate student bodies on all campuses of the University of Tennessee. The increases in percentages of black undergraduate students from Fall 1974 to Fall 1975 at each campus are as follows: Chattanooga, 8.2 to 9.1 per cent; Knoxville, 3.8 to 4.2 per cent; Martin, 9.3 to 10.8 per cent; and Nashville, 11.0 to 13.1 per cent. In all but one case, the actual 1975 black undergraduate percentages equal or exceed those projected previously.

University-wide, the number of black undergraduates increased from 2097 in Fall 1974 to 2571 in Fall 1975, an increase of 22.6 per cent in a single year! The University-wide percentage of black undergraduates increased from 6.0 to 6.9 over the same time span. By 1980 it is projected that 9.4 per cent of all undergraduate students will be black.

Progress in Desegregation of Graduate Enrollment. As shown in Table UT-1, desegregation of graduate student bodies at the University of Tennessee

continued at an encouraging rate. The changes in percentages of black graduate students from Fall 1974 to Fall 1975 at each campus are as follows: Chattanooga, 8.8 to 7.4 per cent; Knoxville, 3.9 to 4.6 per cent; Martin, 8.2 to 8.5 per cent; Center for the Health Sciences, 2.4 to 2.2 per cent; and Nashville, 7.1 to 8.5 per cent. The decline in percentage of black graduate students at Chattanooga is apparent rather than real; this year, in order to facilitate comparison with certain THEC figures, all unclassified students holding baccalaureate degrees were counted as "graduate students." In prior years, not all such students have been counted in UTC graduate student totals. If enrollments are compared on the same basis for both 1974 and 1975, the total number of black graduate students at Chattanooga shows an increase from 59 in Fall 1974 to 75 in Fall 1975, an increase of 27.1 per cent. At both Knoxville and Nashville, the percentages of black graduate students for Fall 1975 are above earlier 1975 projections.

On a University-wide basis, the number of black graduate students increased from 358 in the Fall of 1974 to 454 in the Fall of 1975, an increase of 26.8 per cent. The percentage of black graduate students throughout the University increased from 4.7 to 5.3 over this time span. By Fall, 1980, it is projected that 6.7 per cent of all University of Tennessee graduate students will be black.

Progress in the Desegregation of Professional School Enrollments. At the University of Tennessee, professional schools include the College of Law, located on the Knoxville campus, and the health professions colleges-- Medicine, Dentistry, Nursing, Pharmacy, and Community and Allied Health--

at the Center for the Health Sciences. Desegregation of these student bodies has not been as encouraging as that of the graduate and undergraduate enrollments over the past year. The percentage of black students in the College of Law is unchanged from Fall 1974 to Fall 1975 at 1.4 per cent; the percentage of black students in the health professions' schools increased slightly from 2.7 in Fall 1974 to 3.0 in Fall 1975. The number of black law students remained constant at 9, while the number of black health professions students increased from 51 to 59, or 15.7 per cent over this period. In Medicine, the number of black students declined by 1 (12 to 11), while the other colleges showed slight increases as may be observed in Table UT-1.

Goals for enrollment of black professional school students in 1980 are also quite modest: 3.6 per cent for the College of Law and 6.5 per cent for the health professions. The latter represents, in turn, a range from 4.0 per cent in Pharmacy to 11.5 per cent in Nursing.

Evaluation of 1975 Goal Achievement and 1980 Goals

In summary, the progress toward desegregation of the undergraduate student bodies of the University of Tennessee observed from Fall 1974 to Fall 1975 is highly encouraging; the corresponding progress at the graduate level and in the health professional colleges (except Medicine) is moderately encouraging; but progress in the two most prestigious professional colleges, Law and Medicine, is nonexistent. With regard to these two last-named fields, one may offer rational explanations for the observed lack of progress: the strong academic preparation and achievement required for admission

to Law or Medicine, the intense nation-wide competition for minority students who are interested in these fields and who have the necessary levels of preparation, and the lack of adequate financial aid at the University of Tennessee to help attract qualified minority students to these fields. These quite valid reasons do not excuse us from initiating further efforts to produce significant increases in minority enrollments in the professional colleges, especially Law and Medicine. The mechanisms employed in the past do not appear to be achieving the desired result. The development and implementation of additional steps for increasing black enrollment in the professional colleges demands immediate attention by the responsible faculty and administrative bodies.

In view of the degrees of student body desegregation experienced at University of Tennessee campuses in 1975, further evaluation and upward revision of the University's 1980 black enrollment goals seems indicated. Progress from 1974 to 1975 has shown that strong, affirmative recruitment efforts can overcome the inhibiting factors of size, image of "whiteness," and absence of a University of Tennessee campus serving an area with a high black population percentage. Additional affirmative efforts needed in the professional colleges should allow upward revision of the 1980 goals for these fields as well. Such reevaluation will be conducted and the results reported to the Monitoring Committee before June 30, 1976.

Employment Goals for Black Faculty and Administrators

Table UT-II presents goals for employment of black faculty members by 1975 and 1980 at each campus of the University of Tennessee and in the Institute of Agriculture. Actual data for Fall 1974 and Fall 1975 are also

presented. Similar data and projections for administrators at each campus, the Institute of Agriculture, and the central University-wide administration (including the Institute for Public Service and the Division of Continuing Education) are presented in Table UT-III. These tables show both full-time and regular part-time employees, i.e., those in formally budgeted positions. This basis differs from that of the faculty projections shown in Table VII, Appendix A of the Long-Range Plan, which was based on full-time equivalent (FTE) faculty members. However, the basis employed here is consistent with that in the THEC Progress Report on Implementation of Desegregation Plans filed with the Court on May 12, 1975. This change recognizes the inconsistencies between definitions of FTE faculty employed by different institutions and provides, we believe, a more significant reflection of actual racial proportions. The numerical projections of Tables UT-II and UT-III differ little from those in the Long-Range Plan, except for the University of Tennessee at Martin where small expected growth and severe budgetary constraints lead us to project an actual decrease in faculty size between 1974 and 1980, resulting in a significant reduction in expected vacancies, and consequent reduction in expected rate of hiring of black faculty.

In interpreting Tables UT-II and UT-III, it is essential that reference be made to the attached "Notes and Definitions on Faculty and Administrative Statistics" and "Position Categories for Academic, Administrative, and Other Professional Employees."

Actions to be taken toward the attainment of these employment goals are as given in the affirmative action plans included as Appendices to the Long-

Range Plan and to the Interim Desegregation Plan of April 1, 1974. Additional actions implemented by the University of Tennessee, Knoxville since August, 1974 are described in Appendix B.

Progress in Achieving Employment Goals for Black Faculty and Administrators

In Fall 1974, the University of Tennessee employed 3391 full-time and regular part-time faculty members, of whom 103 were black. In Fall 1975, there were 3500 such faculty members, of whom 108 were black, an increase of 4.8 per cent in black faculty. The percentage of black faculty throughout the University increased from 3.0 to 3.1 over this period. This increase is not so dramatic as that experienced from Fall 1973 to Fall 1974 when the number of black faculty increased from 83 to 103 or 24 per cent. However, the greatest number of faculty additions for Fall 1975 were in the part-time category, employed on extremely short notice to accommodate large and unexpected increases in enrollments at the Chattanooga, Knoxville, and Nashville campuses. Under these conditions, there was not sufficient time to conduct extensive searches for black applicants as had been done in 1974 when the number of positions to be filled was known well in advance of the beginning of the school year. Only at Martin were 1975 goals exceeded, and there only because the total faculty size declined more than had been projected.

The increase in numbers and percentages of black administrators from Fall 1974 to Fall 1975 were significantly more encouraging than were the corresponding statistics for faculty. The number of full-time and regular part-time black administrators increased from 46 to 54 or 17.4 per cent over this period. The corresponding percentages of black administrators increased from 4.9 to 5.2. Overall, the 1975 goals were attained, and the

Chattanooga, Martin, and Center for the Health Sciences campuses exceeded their individual goals. Furthermore, two of the black administrators appointed during 1975 hold positions of major responsibility; Dr. Nebraska Mays is Associate Vice President for Academic Affairs for the state-wide University system, and Dr. John Mallette is Vice Chancellor for Academic Affairs (or chief academic officer) of the University of Tennessee at Nashville.

In concluding this section of the Report, it is important to note that the University's ability to meet its affirmative action goals depends, in significant part, on its receiving an adequate level of funding to permit the filling of faculty and administrative vacancies on a full-time basis, in a planned and orderly manner, and at salary levels competitive with those at comparable institutions of higher education throughout the United States. Funding levels in 1975, and legislative restrictions on available salary funds, allowed none of these conditions to be met. In their absence, it is indeed amazing that any progress in faculty and administrative staff desegregation occurred.

Membership of the University of Tennessee Board of Trustees

The membership of the Board of Trustees of the University of Tennessee as of August 1, 1975, is as follows:

His Excellency, The Governor of Tennessee:	
The Honorable Ray Blanton	Ex Officio
The Commissioner of Education: The Honorable	
Sam H. Ingram	Ex Officio
The Commissioner of Agriculture: The Honorable	
Edward S. Porter	Ex Officio
The President of the University: Dr. Edward J. Boling	Ex Officio
The Executive Director, Tennessee Higher	
Education Commission: Dr. G. Wayne Brown	Ex Officio

From Congressional Districts

	<u>District</u>	<u>Service Began</u>	<u>Term Expires</u>
Buford Goldstein, Morristown	First	1975	June 1, 1984
E. S. Bevins, Jr., Concord	Second	1971	July 1, 1977
Leonard Raulston, Lookout Mountain	Third	1957	July 1, 1979
William M. Johnson, Sparta	Fourth	1975	June 1, 1978
Robert A. McDowell, Nashville	Fifth	1973	June 1, 1982
Clyde M. York, Columbia	Sixth	1953	July 1, 1981
Ben Douglass, Lexington	Seventh	1951	July 1, 1979
Tom Elam, Union City	Eighth	1956	July 1, 1977
Lee Winchester, Memphis	Ninth	1975	June 1, 1984

From Anderson, Bedford, Coffee, Franklin, Lincoln, Moore, and Warren Counties

Don O. Shadow	1970	June 1, 1979
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From Davidson County

Mrs. Elaine McReynolds*	1975	June 1, 1984
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From Hamilton County

Paul J. Kinser	1969	June 1, 1978
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From Knox County

Mrs. Ann Baker Furrow	1971	June 1, 1980
Frank P. Bowyer	1959	June 1, 1980

From Shelby County

Harry W. Laughlin	1953	July 1, 1981
Marcus J. Stewart	1970	July 1, 1981

From Weakley County

Wayne Fisher	1953	July 1, 1981
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Student Member

Emmett Edwards*	1975	July 1, 1976
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*Black Trustee

III.

THE NASHVILLE AREA PLAN

This section provides an examination of performance in three areas of concern: achievement of desegregation goals at UTN and TSU for students, faculty, and administrators; plans for implementation of academic programs outlined in the original Long Range Plan; and examination of facilities improvement at TSU. The more specific report in each of these three areas is preceded by a summary analysis of performance and a presentation of concerns and action steps that might emerge from an examination of performance for The Nashville Area Plan.

A. AN OVERVIEW OF PERFORMANCE AND ACTION STEPS

There are a number of encouraging trends to be found in the performance data for The Nashville Area Plan. Many of these will be apparent from the following summary analysis.

A Performance Overview

Students. Between Fall, 1974, and Fall, 1975, black enrollment at UTN increased from about 10.5 percent to 12.7 percent, a significant improvement which is more than five times the increase noted between the two previous years, 1973-1974. Also of significance is that most of this increase occurred at the freshman level, where the proportion of black students increased from 12.4 percent in 1974 to 17.0 percent in 1975. At the graduate level, the performance is equally encouraging, an increase from 7.2 percent in 1974 to about 8.5 percent in 1975. The specific enrollment data are reflected in appropriate tables of this report. In summary, there is a significant and encouraging trend in the enrollment of black students at UTN at all program levels.

For TSU the performance record is also encouraging in most respects, though the distribution of students merits attention. First, there was a dramatic increase in total white enrollment from about 10.0 percent in 1974 to about 12.2 percent in 1975, reflecting an encouraging effort on the part of TSU to extend its services to the broader community. On the main campus, however, the total increase in white students was negligible, and the proportion of students who were white remained at the Fall 1974 level, about 7 percent.

There were noteworthy and positive increases in the number of white students enrolled at the freshman level on campus from 70 in 1974 to about 120 in 1975 but disappointing drops in campus graduate white enrollments from 208 to about 145. However, the extension of services to the larger metropolitan community resulted in an increase in overall white graduate enrollment from 208 to about 250. It is important to note that enrollments may show variations by year and also by term. The overall picture for TSU is an encouraging one, with the best part of that performance reflected in the initiative shown by the University in extending its services to the larger community and a picture on the main campus meriting longer range attention.

Faculty. The performance report for faculty is mixed. At TSU there was a small but positive increase in the percentage of white faculty from about 29 percent in 1974 to about 31 percent in 1975. At UTN, however, there was a small decrease from 4.9 percent in 1974 to 4.1 percent in 1975. In addition to this report, mention should also be made of the sharing of faculty resources by the institution. For example, in the fall of 1975, at least seven TSU faculty were also

teaching at UTN; and two UTN faculty were teaching at TSU. This is another promising exchange designed to increase other race presence on each campus.

Administrators. A mixed picture of performance is also found for administrators. For UTN the performance record is a good one; the campus added two black administrators, increasing its percentage from 2.1 percent in 1974 to 4.9 percent in fall of 1975. The performance record for TSU is difficult to assess because project directors are classified as administrators. When the U. S. Government EEO-6 Forms are initiated at TSU, this classification problem will be eliminated.

Academic Programs. The original Long Range Plan outlined a number of program possibilities. These programs included some of exclusive assignment, some of a cooperative spirit, and others with definitive joint degree provisions. The outline of specific reports from the two governing boards reflects much good work, especially in the area of exclusive program assignment. Good examples of appropriate action steps are activities under way in Business Administration and Allied Health at TSU.

Most encouraging aspects of the program reports, however, are the plans for implementing three joint programs outlined in the original Long Range Plan. These are as follows: (a) A Center for Urban Affairs and Public Administration, (2) General Engineering, and (3) Teacher Education. These joint programs have significant potential for increasing other race presence on each campus and for

bringing both faculty and students into cooperative contact--and more important they offer critically needed educational services to the Nashville area. Successfully executed action on these joint ventures is certain to open other program vistas.

Preliminary activities to establish cooperative program plans in the spring and summer of 1975 suggest a need for cautious optimism on joint programs. However, these excursions into cooperation also provided important lessons which are reflected in the plans to follow. Timetables for implementation of these joint ventures are unambiguous, responsibilities clearly drawn, involvements specified, and procedures for resolving conflict in either intended outcome or process are nicely provided.

It may be asked why more specific progress has not been shown on some program plans, since the Long Range Plan was first submitted in 1974. However, it was earlier emphasized that it was not clear in the defendant's judgment whether the plan should be implemented in the absence of positive Court action. This decision was made in the the fall of 1975 and constitutes an impetus for more forceful approaches to program planning.

Action Steps. What are some of the concerns and action steps suggested by the performance data for the Nashville area? Here are areas which the Monitoring Committee considers further inquiry appropriate.

(1) The performance of TSU in the area of achieving desegregation goals in the area of administrators is unclear at the moment.

As a part of conducting public hearings on problems associated with implementing the desegregation plan, the Monitoring Committee will invite President Humphries and other members of his

staff as he may choose to have present to comment on performance, potential, and plans in this area. Similarly, the drop, though slight, in black faculty at UTN is disappointing. The Monitoring Committee will also invite Chancellor Smith to explore this performance as a part of its public hearings.

(2) While the plans for implementing the three joint programs between TSU and UTN are commendably specific, the potential difficulties in achieving meaningful progress should not be underestimated. In accordance with report schedules suggested in the opening section of this performance report, the Monitoring Committee recommends that the governing boards and Higher Education Commission provide specific reports of progress, measured against the timetables in this progress report, in the quarterly reports submitted to the Monitoring Committee.

(3) This analysis comes now to one of the most troublesome and difficult aspects of desegregation planning. From a legal perspective, the Monitoring Committee believes that an important obligation of the parties involved in the desegregation plan is to create a substantial white presence at TSU. The specific plans outlined in this progress report will in fact contribute significantly to that objective.

Finally, the Monitoring Committee wishes to observe that increased desegregation at TSU, expansion of its program offerings, and extension of its program services into the larger Nashville area offer the possibility that, over time, TSU might become a majority white institution, reflecting over time a closer approximation to the racial composition of the Nashville metropolitan area. While this is not an immediate anticipated outcome from the legal standpoint of the desegregation case, it is a long-range outcome that

appears possible and not in conflict with the intention of the Court to "dismantle the dual system of higher education." Finally, the Monitoring Committee wishes to observe that this potential outcome is tolerable only if it is clear that the state is providing educational access and high quality experience for blacks over the state and in each of its institutions. The data of this report are encouraging on this point.

B. RACIAL COMPOSITION OF STUDENTS,
FACULTY AND ADMINISTRATORS:
1974-75

This section examines the racial composition of the student bodies, faculties, and administrators at UTN and TSU for the years 1974 and 1975.

Racial Composition of Student Enrollment, TSU and UTN

As shown in Table SBR-III, the enrollment of black students at Tennessee State University had decreased to 87.3 percent in the Fall, 1974. The decreasing trend continued for Fall, 1975 to the 85 percent level. As shown in Table SBR-V, the extent of student desegregation at Tennessee State University in 1975 continued to be greater at the graduate level where the black enrollment was 59.97 percent. This stands in contrast to the 88.68 percent black students enrolled at the undergraduate level shown in Table SBR-IV. The existence of this differential between desegregation at the graduate and undergraduate levels at Tennessee State University should not detract from the overall progress that this institution continues to make in its efforts to attract white students.

The increased enrollment of black students at The University of Tennessee - Nashville over this same time period was highly encouraging. As noted previously, the number of black undergraduates increased from 490 to 648 (32.2 percent); the number of black graduate students increased from 35 to 47 (34.3 percent); and the percentages of black students increased from 11.0 to 13.1 at the undergraduate level and from 7.1 to 8.5 at the graduate level, significantly in excess of earlier projections.

Racial Composition of Faculties, TSU and UTN

As shown in Table SBR-XIII for the 1975-76 academic year, Tennessee State University continued to maintain its leadership status among the State Board of Regents institutions in the area of faculty desegregation. For the Fall of 1975, the 190 black faculty at Tennessee State University constituted only 68.84 percent of the total. This represented greater other race representation among the faculty than was true for other public colleges and universities in the State.

The projected interim goal for faculty desegregation at Tennessee State University by the year, 1980, requires a reduction in black faculty to the 65.7 percent level. With the black component of the faculty at the 68.84 percent level in 1975, it seems reasonable to conclude that the 1980 goal can be achieved.

The desegregation of the full-time University of Tennessee - Nashville faculty did not advance in 1975; the number of black full-time faculty remained constant at 5, and the percentage declined slightly from 4.3 to 4.1. Economic restrictions noted earlier are primarily to blame. It should be pointed out, however, that the number of black persons actually teaching at the University of Tennessee - Nashville is greater than the statistics of Table UT-II, would suggest, since the University of Tennessee - Nashville employs a large number of temporary part-time teachers, of whom, 10 were black (5.3 percent). This situation is typical of that which occurs each quarter at the University of Tennessee - Nashville.

The previously reported decline in percent of black administrators from 100 percent in the Fall of 1969 to 78.1 percent black administrators in 1974, contrasts with the increase to 88.5 percent black administrators at Tennessee State University in the Fall of 1975. This variation from the past trend does not reflect a change in Tennessee State University's commitment to desegregation goals.¹

The 1975 level of black administrators at Tennessee State University (88.5 percent) must be reduced to 67.6 percent if its projected interim desegregation goal for 1980 is to be achieved. President Humphries has indicated that every effort will be made to accomplish this goal.

The number of black administrators at the University of Tennessee - Nashville increased from 1 in 1974 to 3 in 1975 (200 percent). The percentage of black administrators increased from 2.1 to 4.9 over this period. In addition, it should be noted that one of the black administrators appointed during 1975 holds a position of major responsibility. As Vice Chancellor for Academic Affairs, Dr. John Mallette is chief academic officer of the Nashville campus and the second highest-ranking executive at the University of Tennessee - Nashville.

On the basis of its 1975 performance, it appears that the University of Tennessee - Nashville will have no difficulty in meeting its 1980 goal of 7 black administrators (10.4 percent).

¹In the budget documents used to obtain these data from 1969-1975, TSU classified many of the faculty and professional staff on full or partial research and service grants as directors which is an administrative classification. Project grants fluctuate from year to year. Between 1974 and 1975 several projects were completed and new ones begun. New project directors were selected in some cases. This accounts for the change in the racial composition of the administration category at TSU. No white administrators were released from TSU between 1974-75.

C. ACTIONS TAKEN TOWARD IMPLEMENTING THE LONG-RANGE
DESEGREGATION PLAN AS IT APPLIES SPECIFICALLY
TO THE NASHVILLE AREA

This section describes actions taken by the two systems of public higher education in Tennessee, The University of Tennessee and the State Board of Regents, to implement the provisions of the Long-Range Desegregation Plan that apply specifically to the Nashville Metropolitan area. These actions, both joint and individual, are presented as responses to each of the Long-Range Plan's specific recommendations regarding the Nashville area, appearing as Section III of the Plan.

Arts and Sciences

Plan. Both Tennessee State University and the University of Tennessee at Nashville will continue to offer undergraduate programs in Arts and Sciences, but the University of Tennessee at Nashville will offer them only after 4 p.m., as is consistent with the current role and scope of each institution.

UT and SBR Actions Taken. Undergraduate programs in Arts and Sciences have been continued at the University of Tennessee - Nashville and Tennessee State University, as specified.

Teacher Education

Plan. Tennessee State University will be given exclusive responsibility for providing graduate teacher education. Although the Court has assigned exclusive responsibility for graduate work in education to Tennessee State University of 1974-75 in the interim plan, it is believed that a minimum of five (5) years is required to demonstrate the long-term effectiveness of the program. Graduate teacher education programs will be offered both during the day and evening as required to meet the needs of the Nashville area.

UT and TSU Action Taken. The "Progress Report on Implementation of Desegregation Plans" submitted to the Court, May, 1975, documented the increase in white graduate enrollment at Tennessee State University that occurred after the termination of the University of Tennessee at Knoxville graduate program in teacher education at the University of Tennessee at Nashville (August, 1974). That report indicated that the white graduate enrollment increased from 67 (13.9 percent of total) in 1973 to 213 (31.6 percent of total) in 1974. For the 1975 fall semester the level of white graduate enrollment increased to 241 (36.4 percent of total).

At the August, 1975, Commencement, Tennessee State University graduated one of its largest groups of advanced degree students in teacher education. Approximately 33 percent of the 184 teacher education Master's degrees awarded were received by white graduate students.

The graduate teacher education programs at Tennessee State University are currently offered both during the day and evening. They include eleven (11) Master's level programs, two (2) Educational Specialist level programs, and, through a cooperative agreement with Middle Tennessee State University, courses in the three Doctor of Arts programs at Middle Tennessee State University.

Plan. Tennessee State University will develop proposals for other graduate teacher education as the need arises. Tennessee State University will give consideration to developing the Doctor of Education degree program jointly with Middle Tennessee State University as it has done in other degree

programs. Similarly, Tennessee State University will move as expeditiously as possible to strengthen its current education faculty so that no presently employed faculty will be overloaded because of the new and expanded education offerings.

SBR Action Taken. Tennessee State University has implemented four new graduate teacher education programs since the Court granted the exclusive program privileges in this area: (1) Ed.S. in Administration and Supervision, (2) Ed.S. in Curriculum and Instruction, (3) Master's program in Industrial Education, and (4) Master's program in Special Education.

The special education program has been awarded a federal grant which is facilitating acceleration of its development. Graduates from this program are eligible for certification as teachers of the educable mentally retarded. A program has also been prepared and submitted to the State Department of Education for approval which would provide an endorsement in special education (E.M.R.) for persons not in the degree program.

Two competency - based Master's degree programs were implemented for the first time during the fall semester (1975). These programs Guidance and Counseling at the secondary level and School Psychological Services, were approved by the State Board of Education in August, 1975.

The School of Education has attempted to expand its off-campus offerings in teacher education in an effort to introduce the services of the University to a broader spectrum of the State's citizenry. Several new off-campus locations for courses have been identified and utilized. During the Fall Semester (1975) off-campus courses were offered at the following sites:

1. Volunteer State Community College
2. McEwen
3. Dickson
4. Franklin
5. Lebanon
6. Columbia State Community College
7. Eagle University, Fort Campbell
8. Ransom Teachers Center, Nashville

In addition to the above listings, except McEwen, Tennessee State university is currently (spring semester, 1976) offering graduate teacher education courses at McGavock High School, Glenclyff High, Maplewood High School, and Sylvan Park Elementary School in Metropolitan Nashville-Davidson County.

Enrollment data concerning the off-campus offerings reveal that over 80 percent of the students are white. For example, out of the 100 students enrolled in the nine classes which were offered at McEwen, Dickson, Franklin, Lebanon, and Volunteer State Community College during the fall semester (1975), ninety-two (92) were white and eight (8) were black.

In order to expand its offerings in graduate teacher education and thus, increasing the potential of the university to serve the Nashville and surrounding areas, several new programs are being planned. Proposals to offer a Master's degree in Reading Education and Early Childhood Education have been developed. These proposals have been approved by the Graduate Council and the Faculty Senate. Moreover, the School of Education has established a committee to look at the possibility of offering a doctoral program in Education. The committee has completed a rough draft of its

investigation for the university's consideration. The school is also in the process of developing an Ed.S. program in Guidance and Counseling.

Ed.S. programs in other areas where the University has potential strengths will be considered in the near future. Such areas are listed below:

- Business Education
- Vocational Education
- Home Economics
- Special Education
- Music Education
- Health and Physical Education

The university would also like to study the possibility of developing an Ed.S. program in Higher Education with emphasis in Community College Teaching. Such a program will demand an additional faculty member with a doctorate in Higher Education with emphasis in the Community College. Faculty members in content areas or disciplines are already available to support such a program.

Plan. Similarly, Tennessee State University will move as expeditiously as possible to strengthen its current education faculty so that no presently employed faculty will be overloaded because of the new and expanded education offerings.

SBR Action Taken. In the document submitted to the Court in August, 1974, titled, "Report of Action Taken to Implement the Interim Desegregation Plan for Fall 1974 Ordered By the United States District Court, April 19, 1974," the

following information relative to building faculty strength at Tennessee State University was included:

As of Wednesday, August 7, staffing commitments for the evening graduate teacher education program have been consummated as follows:

<u>Position</u>	<u>Degree Attainment</u>	<u>Area of Specialization</u>
Assistant Professor	Ph.D.	Reading and Language Arts
Assistant Professor	Ed.D.	Elementary Education
Associate Professor	Ed.D.	Educational Administration
Assistant Professor	Ph.D.	Special Education
Assistant Professor	Ed.D.	Curriculum and Instruction
Instructor	M.L.S.	Library Science
Professor, part-time	Ph.D.	Educational Administration and Supervision
Professor, part-time	Ph.D.	Educational Administration and Supervision
Professor, part-time	Ed.D.	Educational Administration and Supervision
Professor, part-time	Ed.D.	Educational Administration and Supervision

The above commitments amount to a total of 7.5 full-time equivalent faculty members. Two of the part-time faculty are assistant superintendents in the Metropolitan School System; one is the Executive Director of MNEA; another is the Chief of Fiscal Management, State Department of Education; and the half-time person spends fifty percent of his time on a federally funded project. None of the offers to the UTN faculty have been accepted.

Subsequent to August, 1974, report one of the University of Tennessee at Nashville faculty, an Assistant Professor of Counselor Education, accepted an appointment at Tennessee State University. The University also continued the practice of appointing to part-time faculty positions administrative personnel from the Metro School System as well as from State educational administrative agencies.

A review of the listing of graduate teacher education faculty below will give an indication of the present Tennessee State University faculty strengths. The greatest in terms of faculty are in the areas of School Administration, Curriculum and Instruction, Business Education, and Home

Economics. Since the program in Special Education draws upon faculty in the areas of Reading and Speech Pathology and Audiology, faculty strength in these areas (three doctoral level faculty in speech pathology and audiology and two in reading) supplement the regular teacher education faculty.

Administration and Supervision
Name

Degree

Areas of Specialization

Paul Caraher	Ph.D.	School Law, Facilities, Transportation
Franklin Jones	Ed.D.	Finance, School Admin., Personnel
Berry Hempstead	Ed.D.	Finance, Admin., Practicum and Supervision
Joseph A. Payne	Ed.D.	Politics, Admin., Personnel Services
Elizabeth Reed	Ph.D.	Admin., Supervision, Curriculum
George Cox	Ed.D.	School Admin., Supervision, Politics

Adult Education
Name

Degree

Areas of Specialization

Leo McGee	Ph.D.	Adult Education
Mildred S. Hurley	Ed.D.	Gerontology, Elementary Ed.

Business Education
Name

Degree

Areas of Specialization

Donzaleigh Patterson	Ed.D.	Business Education
Cecille E. Crump	Ed.D.	Business Education
James Ellzy	Ed.D.	Business Education
Rena Ellzy	Ed.D.	Business Education

Curriculum, Instruction and Secondary Education

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Dean Roberts	Ed.D.	Curriculum, Social Studies Secondary Education
Helen Teague	Ph.D.	Media, Secondary Education
Evelyn Fancher	Ph.D.	Curriculum, Library Science
Everette L. Witherspoon	Ed.D.	Curriculum Theory and Planning

Elementary Education

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Gene Higdon	Ed.D.	Curriculum, Mathematics
Franklin Jones	Ed.D.	Elementary Education, Administration and Supervision

Guidance and Counseling and Educational Psychology

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
F. J. D. McKinney	Ed.D.	Counselor Education
James Threalkill	Ed.D.	Counselor Education
Michele Thomas	Ph.D.	Educ. Psy., Counselor Ed.
John Glover	Ed.D.	Educ. Psy., Counselor Ed.
Pearl Dansby	Ph.D.	Educ. Psy., Statistics
Dorothy Stewart	Ph.D.	Educ. Psy., Statistics
Helen Barrett	Ph.D.	Educ. Psy., Statistics

Health and Physical Education

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
E. P. Mitchell	Ph.D.	Health and Physical Ed.
Howard W. Green	M.Ed.	Health and Physical Ed.
Audrey Lewis	Ed.D.	Health and Physical Ed.
Fred M. Sawyer	P.E.D.	Recreation

NOTE: In addition to the above, two faculty members of the Department of Health, Physical Education and Recreation have completed course work toward a doctorate and are currently writing their dissertations.

Music Education
Name

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Edward C. Lewis	Ph.D.	Music, Music Education
Ralph Simpson	Ph.D.	Music
William Smith	Ph.D.	Music
Carol E. Stone	M. Mus.	Music
Eddie Goins	Ph.D.	Music
Clifford Watkins	Ph.D.	Instrumental Music and Music Education

Special Education
Name

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Rosaline A. Ekeleme	Ph.D.	Educatable Mental Retardation
George W. Wallace	Ed.D.	Mental Retardation, Emotionally Disturbed

Home Economics Education
Name

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Mary H. Greer	Ed.D.	Home Economics
Esen E. Ozgener	Ph.D.	Child Development
Geraldean Johnson	Ed.D.	Home Economics
Doris Finch	Ph.D.	Home Economics

Industrial Education
Name

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Andrew Ryal	Ed.D.	Industrial Education
Everette L. Witherspoon	Ed.D.	Industrial Education

Reading Education

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Ruby Martin	Ed.D.	Reading-Elementary
Carole F. Stice	Ed.D.	Reading-Secondary

Social Foundations

<u>Name</u>	<u>Degree</u>	<u>Areas of Specialization</u>
Edward N. Cullum	Ed.D.	History and Philosophy of Education

The listing of faculty above also points out areas of expertise needed by the School of Education in order to provide improved quality programs of teacher education. Listed below are areas in which Tennessee State University needs additional faculty:

1. Special Education

As the program in Special Education expands in students and offerings one additional person will be needed by 1977 in the area of visually handicapped and learning disabilities.

2. Elementary Education

The School of Education could use one person with outstanding qualities in this area.

3. Reading Education

An additional person with a doctoral degree is needed in Reading Education in order to support a graduate degree program in this area.

4. School Psychological Services

The School of Education is currently looking for a school psychologist. Hopefully such a person will be on board by August, 1976.

5. School Administration

Even though TSU has faculty strength in this area there is usually a need to use part-time people to teach specialized courses such as School Finance and Transportation, and School Plant. Money should be made available to employ part-time faculty for such courses.

In an effort to maintain exclusive responsibility for graduate teacher education, in-service education has been given high priority as a School of Education goal. This will necessitate adequate financial support to expand and increase ability to provide quality instruction in this area. Our plan of action to implement quality programs of teacher education is three-fold.

1. Determining Needs and Identification of Centers to Render Service

- a. The School of Education will continue to expand its off-campus offerings in graduate teacher education as needs dictate.
- b. Visits will be made with school superintendents of surrounding counties. The President, Vice President of Academic Affairs, Acting Dean of the School of Education, and the Graduate Dean have already met with Dr. Elbert Brooks, Director of Metropolitan Public Schools to discuss common concerns relative to the availability of courses, workshops, and institutes which could be utilized for personal or professional development by Metro teachers and administrators.
- c. Analyses will be made of the professional needs of the school systems.
- d. Alternatives and/or approaches to meeting the identified needs will be developed.

2. Faculty Visibility

It is important for the Tennessee State University faculty to identify with the community in order to provide positive visibility for the University. This will be achieved through the following means:

- a. Sponsoring forums on important issues relative to the university and the community.
- b. Becoming more involved by working with local school teachers to help solve problems facing the schools.
- c. Conducting research designed to improve instruction particularly related to urban schools and presenting findings at local school meetings such as the PTA and faculty inservice education sessions.

- d. Making the curriculum laboratory of the School of Education more available to public school teachers. With the expansion of the off-campus centers it might be feasible to have a mobile curriculum laboratory.
- e. Offering a Distinguished Professorship to a person with a national reputation.

3. Program Revision

There are two major areas of concern in this regard. First, we will study the possibility of providing certification through our M.Ed. program for persons who have received a non-teaching degree in a liberal arts area particularly in disciplines where the demand for teachers is greater than the supply. Secondly, we are going to study ways to make our master's program in Secondary School Instruction more attractive to teachers of academic subjects.

Plan. Undergraduate teacher education will continue to be offered by both Tennessee State University and the University of Tennessee-Nashville. Tennessee State University will offer teacher education programs for day students with the stipulation that evening classes may be offered to these students when necessary, while the University of Tennessee-Nashville will offer an evening teacher education program in keeping with the traditional role and scope of the University of Tennessee-Nashville.

UT and SBR Action Taken. Both institutions are continuing undergraduate teacher education programs as specified in the Plan.

Plan. Each institution will consider the following specific recommendations:

1. Tennessee State University and the University of Tennessee-Nashville cooperatively develop inservice education programs for teacher aides, school transportation personnel, custodians, etc.
2. Tennessee State University and the University of Tennessee-Nashville cooperatively develop joint education programs for parents of emotionally disturbed children or for parents with children having speech, hearing, reading, or physical defects.

3. Tennessee State University and the University of Tennessee-Nashville cooperatively develop career education conferences, and seminars for school counselors and school administrative officials.
4. Tennessee State University and the University of Tennessee-Nashville continue existing cooperative programs, such as Career Opportunities Program and the H.G. Hill School project.
5. Tennessee State University and the University of Tennessee-Nashville work cooperatively in seeking grants for service and research.

UT and SBR Action Taken. In compliance with a directive from Chancellor Roy S. Nicks and President Edward J. Boling, dated April 12, 1975, a joint committee on Teacher Education consisting of faculty representatives from Tennessee State University and the University of Tennessee-Nashville was formed. The Committee's charge was primarily to formulate proposals for implementing cooperative teacher education programs and services. The section of the Nashville Area Plan quoted above was carefully considered by this joint Committee on Teacher Education and the resulting recommendations were endorsed by President Humphries (TSU) and Acting Chancellor Smith (UTN). They are quoted below:

The Committee in Education from TSU and UTN proposes a School Resource & Development Council for the purpose of developing and offering:

1. in-service education programs for para-professionals, school transportation personnel, custodians and other school employees;
2. education programs for parents of emotionally disturbed children or for parents with children having speech, hearing, reading, or physical defects;
3. career education conferences, and seminars for school counselors and school administrative personnel;
4. assistance in seeking grants for service and research in the field of education;

5. other services as determined by the constituency served.
6. some benefits of the School Resource & Development Council;
 - A. Staffing to task forces to seek solutions to specific problems of cooperating school systems.
 - B. Formation of a network of educational professionals in Metropolitan Nashville/Davidson County & Adjacent counties to work toward solutions of urban/rural school systems.
 - C. Sponsorship of one or two major annual conferences/workshops relating to problems, issues & concerns peculiar to the cooperating school systems & institutes of higher education.
 - D. Providing interns & internships for key personnel in the council network with particular emphasis on staff development.

The School Resource & Development Council should have a Board of Directors consisting of approximately twelve members made up as follows:

- A. Three faculty members from TSU
- B. Three faculty members from UTN
- C. Six representatives of school systems in Middle Tennessee (3 Blacks & 3 Whites)

The School Resource & Development Council should have an executive secretary and an associate executive secretary elected by the Board.

A Budget should be made up of resources and funds provided by TSU and UTN assessments from school systems on a per pupil ratio. The budget should be established and allocated each year to meet the needs established by the Board of Directors.

Other details should be determined by a special group of persons appointed from TSU and UTN and from the school systems served.

On January 20, 1976, President Humphries, and Acting Chancellor Smith reaffirmed their endorsement of these recommendations and proposed the implementation steps as outlined below. This occurred in a meeting with staff representatives from the State Board of Regents, [The University of Tennessee, and The Tennessee Higher Education Commission (See Appendix c)]

- Step I. (To be taken immediately) - Proceed with the establishment of the School Resource and Development Council by designating three faculty members from Tennessee State University and three from the University of Tennessee-Nashville to serve on the Council's Board of Directors.
- Step II. (During February, 1976) - The faculty members of the Council's Board will meet to begin selection of the proposed six representatives of school systems in Middle Tennessee to serve on the Board.
- Step III. (Prior to the end of the 1975-76 academic year) - Convene the full membership of the Council to commence its services.

In addition to establishing the School Resource and Development Council, Tennessee State University and the University of Tennessee-Nashville will proceed with the following action:

1. Further Joint meetings of groups from various parts of the University of Tennessee-Nashville and Tennessee State University teacher education areas.
2. Articulation and coordination of teacher education programs on the two campuses.
3. Provisions for faculty and student interchange.

An outline of cost factors involved in implementation of these plans is presented below.

1. Professional Laboratory Experiences

The proposal to share supervision of professional laboratory experiences would entail little initial expense except for travel.

2. Articulation

Budget funds for articulation purposes would cost very little at the outset but it would entail extra work for some faculty members and a secretary. It is suggested that articulation efforts should be used in calculating faculty load. Printing and duplicating should be absorbed in the regular budget at a total cost of less than

\$ 2,500

Faculty relief from a class or other responsibility

5,000

TOTAL cost First Year

\$ 7,500

3. School Development Council

60

Personnel

1. Executive Secretary ($\frac{1}{2}$ time)	\$12,000
2. Associate Executive Secretary ($\frac{1}{2}$ time)	11,000
3. Secretary	7,500
4. Student Assistants (2)	6,000
5. Consultants	5,000
6. Fringe Benefits	<u>4,000</u>

TOTAL for Personnel

\$45,500

Supplies and Equipment

1. Telephones (3) plus long distance	\$ 1,000
2. Typewriters (2)	1,000
3. Paper and Materials	1,500
4. Travel	3,000
5. Postage and Freight	500
6. Duplicating Services	2,000
7. Office Furniture - Chairs, Tables, Desks, Files	2,000
8. Contingencies in first year	<u>2,500</u>

TOTAL for Supplies and Equipment

\$13,500

TOTAL FOR FIRST YEAR

\$59,000

Business Administration

Plan. Tennessee State University will have exclusive responsibility for undergraduate and graduate programs in business education (training teachers of business subjects in secondary schools). In addition, Tennessee State University will have exclusive responsibility for undergraduate business programs for day students with the stipulation that evening classes may be offered to these students when necessary. The University of Tennessee-Nashville will have exclusive responsibility for offering the Master of Business Administration (M.B.A.) program to be offered to evening students in accordance with its understood role and scope. The University of Tennessee-Nashville will continue to offer the Bachelor of Science degree in general business or accounting to its evening students. Both institutions will:

1. Develop joint faculty appointments in Business Administration.
2. Work together in planning non-credit conferences and seminars for the business community.

Tennessee State University will establish a school of business administration as expeditiously as possible. Further, the administration and faculty of this school of business will develop a master plan to achieve full accreditation of its undergraduate business administration program by the American Association of Collegiate Schools of Business.

UT and SBR Action Taken. The areas of exclusive responsibility specified in the plan have been respected by both the University of Tennessee-Nashville and Tennessee State University. Thus to this extent the plan has been implemented.

No full-time joint appointments exist at the present time. In order to fund joint appointments adequately, special funding will need to be available from the Legislature. Each institution employs faculty from the other institution on a part-time basis. This employment is as follows:

TSU Faculty at UTN				UTN Faculty at TSU			
Fall Quarter	1974	0		Fall Semester	1974	0	
Winter	" 1975	1		Spring	" 1975	1	
Spring	" 1975	5		Summer	" 1975	1	
Summer	" 1975	2		Fall	" 1975	2	
Fall	" 1975	7					

With respect to non-credit conferences and seminars for the business community, both institutions have begun working together as follows:

1. University of Tennessee-Nashville and Tennessee State University are working cooperatively in offering the Small Business Management Institute fall 1975. Three Tennessee State University faculty members are participating as instructors.
2. University of Tennessee-Nashville and Tennessee State University are also working cooperatively in their offering of the non-credit license preparation course on their campus, fall 1975, with a UTN instructor and co-sponsorship of the Tennessee Association of Realtors.

Tennessee State University is in the developmental stages of establishing a school of business administration. The General Assembly, in 1974, appropriated one million dollars for the construction of a new school of business building to be built on the main campus. To this sum Tennessee State University added \$660,000 from a previous appropriation, and has now moved this project to the construction stage. It is expected that the building will be completed by the beginning of the fall term in 1977. The addition of this new facility will enhance the programs in business and business related areas a great deal and will provide for the expansion of the adult and continuing education programs of the University to meet the growing needs of the Middle Tennessee community.

During the fall of 1974, Tennessee State University employed a professional consultant to visit the University and study the existing business programs, faculties, and facilities and to make recommendations for the development of the new School of Business at Tennessee State University. Dr. W. C. Flewellen, Jr., Dean of the College of Business Administration, University of Georgia, Athens, Georgia, made the visit and study and submitted a consultant's report of his findings and recommendations. This consultant's report is attached as Appendix C.

Drawn from Dean Flewellen's report, Tennessee State University plans to make the following efforts toward the development and establishment of the School of Business:

1. Employ a full-time dean of the school by May 1, 1976. (The Search Committee has established March 15, 1976 as the deadline for applications).
2. Charge the new dean to begin a search for qualified faculty who have the experience, leadership qualities, and academic credentials to meet the standards of the American Association of Collegiate Schools of Business (AACSB) in order to achieve accreditation at the earliest possible time.

3. Complete curricula review after the new dean and new key faculty are employed.
4. Make extensive recruitment efforts to encourage other-race students to study business at Tennessee State University.

On January 19, 1976, the State Board of Regents' Vice Chancellor for Academic Affairs and two members of his staff met with the Tennessee State University President and academic administrators to review the status of the existing departments of Business Administration and Business Education. A departmental representative explained a five year timetable which the two departments had developed for achieving school status and accreditation. Although this timetable is two years shorter than the seven-year period projected by Dean Flewellen, it does seem feasible at this point in time.

During the program review, it was agreed that the development of a schedule for implementing the suggested cooperative ventures between Tennessee State University and the University of Tennessee-Nashville should be delayed until after the appointment of a Dean of Business. The Search Committee and the President have established May 1, 1976, as the effective date for the appointment of the Dean.

Urban and Public Affairs Center

An Urban and Public Affairs Center, housed at the University of Tennessee at Nashville; staffed by Middle Tennessee State University, Tennessee State University, and the University of Tennessee at Nashville and whose programs will be conducted on all three campuses, will be initiated in the fall of 1975.

UT and SBR Action Taken. Preliminary action to implement this plan was initiated in April, 1975. At that time a joint Tennessee State University/University of Tennessee, Nashville committee composed of faculty and administrators was appointed by President Humphries (TSU) and Acting Chancellor Smith (UTN) to develop plans for cooperative activities in the areas of urban affairs and public administration. This committee assembled proposals pertaining to possible organizational structure and an alternative location for the proposed center, but did not achieve consensus during the time allocated for the committee's operation. An unresolved question of committee membership became the major deterring factor.

On January 20, 1976, President Humphries (TSU) and Acting Chancellor Smith (UTN) agreed to reactivate the Joint Committee on Urban Affairs and Public Administration. By agreement, the reactivated committee will be composed of two representatives from University of Tennessee, Nashville, two from Tennessee State University, one from University of Tennessee, Knoxville, and one from Middle Tennessee State University. It was further agreed that mid-February, 1976, would be the deadline for finalizing appointments to the committee, and the first week in March, 1976, would be the time of the first meeting of the reactivated committee. The principal charge to the committee will be to develop detailed plans for

establishing the proposed Urban and Public Affairs Center in accordance with the Long Range Plan. However, if the Committee's deliberations should lead to the identification of potentially more productive alternative organizational structure, operational procedure(s) of the Center, recommendations regarding such alternatives should be submitted through proper channels. The concern should be to maximize the acceleration of desegregation of public higher education in the Nashville area. (For correspondence pertaining to these actions, see Appendix SBR-C).

Allied Health.

Plan. Since Tennessee State University currently operates curricula which include health care administration and planning, dental hygiene, speech pathology, and medical technology, the allied health curricula, with the exception of nursing, will be exclusively assigned to Tennessee State University. New programs will be explored which might include baccalaureate level respiratory technology, surgeon's assistant, medical records administration, occupational therapy, and physical therapy. At the sub-baccalaureate level, the University will explore the feasibility of developing either joint or cooperative programs with other local area institutions in areas of medical records technology, X-ray technology, biomedical engineering technology, and dietetic technology.

SBR Action Taken. During the month of January, 1976, the Tennessee State University allied health faculty concluded an analysis of the status of their programs. The report on this study has been presented to the State Board of Regents academic staff as a preparatory step for Tennessee State University and State Board of Regents joint study of the need for additional allied health programming in the Nashville area. This joint study will begin in February, 1976, and be concluded by March 31, 1976.

Once the resources and needs are clearly defined, the Tennessee State University allied health faculty and the State Board of Regents academic staff will formulate a plan to match needs and resources. At this matching stage, representatives from Volunteer State Community College (VSCC) will be asked to participate. This phase of implementation will occur during the month of April, 1976, and will be followed by preparation of needed program proposals to be processed through regular channels.

It should be noted that the Tennessee State University faculty report on the study of the allied health program called attention to certain urgently needed physical facilities. The Health Care Administration and Planning program was established jointly with Meharry Medical College and housed in a temporary building on the Meharry campus. This building is now scheduled for razing prior to the end of 1976-77 academic year. Tennessee State University will need to provide housing for this program in the future. Additionally physical facilities are also needed for the Dental Hygiene program. During the renovation of Tennessee State University's Clement Hall to house this program, space was provided for future clinical teaching stations but was not equipped to facilitate planned growth of enrollment in the program. This growth is now imminent. Thus, capital funds are needed to purchase and install the necessary major dental instructional equipment.

Nursing

Plan. Tennessee State University and the University of Tennessee at Nashville both will continue to offer the Associate of Arts Degree in Nursing. The University of Tennessee at Nashville will continue to offer their nursing program during the day (this is the only exception to evening

offerings only at the University of Tennessee at Nashville). In addition, the University of Tennessee at Nashville will be given exclusive responsibility for developing a baccalaureate program in nursing education.

The University of Tennessee at Nashville developed a Comprehensive Nursing Review course to assist its students in preparation for the State Board examination for registered nurses. The University of Tennessee at Nashville and Tennessee State University faculty will work cooperatively in planning this course each year. Students from both institutions may participate in the course. Successful participation in the course should improve the passage rate on the State Board examination.

UT and SBR Action Taken. The Nursing program has proceeded in accordance with the Plan.

In the fall of 1974, meetings were initiated between the Division of Nursing at the University of Tennessee -Nashville and Tennessee State University to cooperatively present the University of Tennessee-Nashville's established course titled Comprehensive Nursing Review. The persons involved in the planning of meetings were the Directors of Nursing, nursing faculty, representatives from the Division of Public Service, and Continuing Education from both the University of Tennessee-Nashville and Tennessee State University.

As a result of these meetings, the course was presented in June, 1975 to both Tennessee State University and the University of Tennessee-Nashville graduates.

At the present time, a cooperative endeavor is in existence to repeat this presentation.

A summary of written evaluations from students (UTN and TSU) concerning the course speaks in a very positive manner as to the effectiveness of the instructors and the content of the course.

Home Economics

Plan. Tennessee State University now has exclusive responsibility for offering programs in home economics. The University will consider the diversification of these programs with emphasis upon career training in such fields as dietetics and nutrition while continuing the teacher education emphasis. Emphasis might also be given to opportunities directly related to child development and health problems within the teacher education program.

SBR Action Taken. Tennessee State University proceeded with preliminary planning for diversification of its home economics programs and program emphases. This planning is now at the stage where the University has expressed a desire for the State Board of Regents academic staff participation. In the January 19, 1976, faculty report to the State Board of Regents academic staff, special emphasis was placed on program expansion in the areas of (1) foods and nutrition and (2) child development and family relationships. Additional development in these areas require budgetary considerations which have been addressed by the faculty. Budgets which the faculty have asked the State Board of Regents staff to study are presented below.

Operating cost estimate for proposed foods and nutrition program are given below. Adequate space is available for implementation of the expanded program. Itemization of Direct Program Costs to be added:

Administrative and Faculty Salaries	\$34,000.00 (For new Personnel)
Clerical Salary	7,000.00
Supplies	10,000.00
Travel	1,500.00
**Equipment for lower floor	150,000.00
**Sprinkler System and repair on lower floor	90,000.00
TOTAL	\$292,500.00

NOTE: The "lower floor" referred to here is partially below grade in the relatively new Home Economics Building and was designed for institutional type foods and nutrition program. Because of its location in the building, Fire Inspectors have ruled it unsafe for class groups until a sprinkler system is installed. This space has not been equipped for the intended use.

Operating cost estimate for proposed child development and family relationships program are shown below:

Faculty Salaries (including additional Nursery School and Kindergarten Staff)	\$40,000.00 (For new personnel)
Clerical Salaries	14,000.00
Supplies	6,000.00
Travel	1,500.00
Equipment	10,000.00
TOTAL	\$71,500.00

Fine Arts

Plan. Tennessee State University will explore the possibilities for expanding its fine arts program to include more emphasis in the areas of fine and applied arts. The creative and performing arts may also be a rich area of opportunity for Tennessee State University if the human and financial resources could be mustered to support such a program.

The University of Tennessee at Nashville will continue to work in the areas of commercial music and commercial art but will not develop degree programs in the fine arts.

UT and SBR Action Taken. Programs in both institutions currently reflect the areas of emphasis specified in the Plan.

Tennessee State University is utilizing the services of three departments to deliver programs in the broad areas of fine and applied arts: (1) Department of Music, (2) Department of Art Education, and (3) Department of Home Economics (program in related art). The Music Department currently provides the opportunity for students to choose between preparation for a career in teaching and a career in some phase of performing or creative activity in the field of music.

The offerings in the Department of Art Education are limited to undergraduate teacher education. However, this Department has developed and presented to the State Board of Regents academic staff preliminary plans for expanding the program. In the faculty report, submitted on January 19, 1976, the proposed program modification was stated as follows:

We have plans in progress to present a Bachelor of Arts degree which will include the General Education Core for the BA degree with a stem placing special emphasis on any of the following areas: Ceramics, Sculpture, Graphic Art, Painting, Art History and Commerical Art and Design. This program can be initiated possibly in the fall semester of 1977.

The Related Art faculty in the Department of Home Economics has also developed preliminary plans for program expansion. According to the faculty report, the future program would be more appropriately titled "Related Art and Interior Design."

While present music and related art facilities are adequate to accommodate the proposed programs, a serious space problem confronts the Art Education Department. This Department does not have space for exhibits, a very significant phase of an art program, and will need additional studio-classrooms as additional program emphases are developed.

Engineering and Engineering Technology

Plan. The field of engineering provides a fruitful area of potential cooperation between Tennessee State University and the University of Tennessee. Although the numbers of students enrolled in engineering programs, now and in the foreseeable future, is significantly smaller than those in education and business administration, there is still strong potential for cooperative utilization of faculty and physical facilities in meeting the educational needs of engineering students in Nashville in an efficient manner, as well as in providing research and consulting services to business, industry, and governmental agencies of the Nashville area. Such cooperative efforts will provide for additional cooperation of the University of Tennessee at Nashville and the Tennessee State University engineering faculties with the engineering programs of the University of Tennessee at Knoxville.

The following specific measures will be followed in order to promote further desegregation of public engineering technology education in Nashville.

1. Tennessee State University will be the only public institution in Nashville offering specialized baccalaureate

engineering programs for day students. The University of Tennessee at Nashville is assigned the baccalaureate level general engineering program but areas of cooperation at the undergraduate level will continue as spelled out below.

2. The joint Tennessee State University-University of Tennessee at Nashville bachelor's program in general engineering will be continued for the length of the present agreement, with cooperative utilization of faculty, laboratory resources, and the requirement that at least 12 quarter hours of the program be completed in residence on the Tennessee State University campus. At the end of that time period, the program will be re-evaluated maintaining the successful ingredients and discarding portions that have not been successful.
3. The State Board of Regents recommends that Tennessee State University will develop as an exclusive program area an articulated Bachelor of Technology degree program which will accept the Associate of Science degree graduates in the technologies produced by the community colleges and the state technical institutes.
4. Since both the University of Tennessee at Nashville and Tennessee State University administrators most directly involved in the Joint Undergraduate Engineering Program indicate that the impact of the present joint program on desegregation has been limited, other areas have been investigated which offer more promise to promote desegregation. The Engineering faculty of both schools have met and agreed to work cooperatively toward the development of a masters-level program and coursework. The initial step of this cooperation will be the utilization of Tennessee State University faculty to teach in the graduate programs in engineering currently made available by the University of Tennessee at Knoxville. These arrangements will include the continued offering in Nashville of the University of Tennessee at Knoxville programs leading to the degree of Master of Science with majors in Civil Engineering, Industrial Engineering, and Engineering Administration. Degrees will continue to be awarded by the University of Tennessee at Knoxville, and a significant number of courses will continue to be delivered from Knoxville by remote means, i.e., utilizing video tapes and telephone/electrowriter conferences. In addition, however, agreements will be concluded providing for increased utilization of approved University of Tennessee at Nashville and Tennessee State University faculty members to teach "live" classes in Nashville when justified by sufficient enrollments, and to direct master's theses and non-thesis projects. A further feature of such cooperation will be the on-site utilization of Tennessee State University computer facilities and laboratories in Civil, Electrical, and Mechanical Engineering in the graduate engineering courses as appropriate. An ultimate result of these cooperative

efforts could be the development of Nashville-based (The University of Tennessee at Nashville-Tennessee State University) masters-level evening programs in engineering. However, such development would be contingent upon significant enrollment increases in these programs.

5. Efforts will be made through the appropriate agencies of the University of Tennessee Institute for Public Service to involve the University of Tennessee at Nashville and Tennessee State University engineering faculty members in joint research and service projects.

UT and SBR Action Taken. A joint Tennessee State University/ University of Tennessee-Nashville Committee on Engineering and Engineering Technology was established to function during the month of April, 1975. This Committee consisted of the Deans of Engineering and engineering faculty representatives from Tennessee State University and the University of Tennessee-Mashville. During its relatively brief period of existence, the efforts of this Committee were not sufficiently productive to achieve the objectives specified in the Plan. However, the Committee did identify issues pertaining to the operation of the joint engineering program which require high level administrative analysis and consensus.

On January 20, 1976, President Humphries, Acting Chancellor Smith and their respective chief academic officers joined with representatives from staffs of the State Board of Regents, Tennessee Higher Education Commission and the University of Tennessee in a meeting to plan next steps for implementing the engineering segment of the Long-Range Plan. During this meeting it was decided that a high level ad hoc committee should be formed to collect and thoroughly analyze data concerning the nature of the present joint engineering program and its relationship to the specific measures in the Engineering Section of the Long-Range Plan.

More specifically, the Committee would (1) review the agreement which established the program, (2) ascertain compliance, and (3) recommend needed changes. It was agreed that this Committee should be composed of the President of Tennessee State University or his designee, the Acting Chancellor of the University of Tennessee or his designee, the Dean of Engineering at the University of Tennessee-Nashville, the Dean of Engineering at Tennessee State University, and a representative from the staffs of the State Board of Regents, Tennessee Higher Education Commission, and University of Tennessee. The request for the formation and charging of this Committee will be transmitted to Chancellor Nicks (SBR) and President Boling (UT) by their respective chief academic officers who participated in the January 20 meeting. (see Appendix C).

Steps have been taken to implement measure number 3 of the Plan given above. Currently, Dr. Satinderpaul S. Devgan of the Tennessee State University staff is teaching a graduate course at the University of Tennessee at Nashville for extra pay in addition to his normal teaching load at Tennessee State. Dr. Devgan is also scheduled to teach at the University of Tennessee-Nashville in the Winter Quarter.

Engineering faculty members of the University of Tennessee-Nashville and Tennessee State University have become involved in the University of Tennessee Institute for Public Service.

Dr. Vadali S. Sastry and Dr. Michael Busby of the Tennessee State University campus are currently joining the University of Tennessee-Nashville faculty in teaching Professional Engineer review courses which prepare engineers for Licensing examinations. The University of Tennessee-Nashville Coordinator of Public Service is working with the Tennessee State University

faculty in arranging the instruction for professional level non-credit courses, as a matter of internal procedure. A course entitled Occupational Health and Safety Act for the Layman was developed by the University of Tennessee-Nashville Division of Engineering and Center for Government Training for use in seventeen universities throughout the state. This University of Tennessee course is currently being conducted on the Tennessee State University campus by University of Tennessee-Nashville's Richard Wieseuegel and is successfully drawing from the business community.

IMPROVEMENTS IN THE PHYSICAL PLANT OF TENNESSEE STATE UNIVERSITY

Overview

Tennessee State University has developed its physical plant over the years according to the historical development of the institution, its purpose, and its programs. The Institution was opened in 1912 as the Agricultural and Industrial State Normal School at Nashville. In 1922, the Institution was given four-year teachers college status and by 1951 it had reached university status. In 1958 the University received Land-Grant University status.

The physical plant facilities of Tennessee State University have experienced growth and improvements in stages during the years mentioned above. However, beginning in the late 1960's and early 1970's considerable interest began to develop for efforts to upgrade campus facilities for improvement of the general appearance of the institution. The remainder of this section of the reports attempts to show the results of efforts to upgrade the campus facilities at Tennessee State University during the last five years. Improvements to the campus covered herein include three categories: (1) general appearance, (2) new instructional facilities, and (3) other new supportive facilities.

General Appearance of the Facilities

As stated as a part of the defendants' plan in answer to the Court Order, dated February 3, 1972, work has continued toward the improvement of the physical facilities and their appearance at Tennessee State University. Efforts have been made to erect signs on Interstate Highway 40 and other city streets indicating the location of the University and

parts within the main campus as to specific buildings and locations. Improvement in the care of the trees and shrubbery have been implemented. Construction of additional utility service lines have hampered care and beautification of the campus turf but plans for its improvement after the completion of the construction are underway. Improvements in outside illumination, additional parking facilities, new and improvements in driveways, entrances, and sidewalks have been accomplished. Also, the plan for a landscaped plaza in front of the Student Union Building has been accomplished. Each of these aforementioned improvements were stated in the 1972 plan to the Court and discussed as being in progress in the July 19, 1972 progress report to the Court.

The photographs presented in this section of the report have been included in order to illustrate the visual effects of some of these improvements. It is hoped that this method of presenting plans and the work being accomplished to make these plans a reality will enhance the substance of this progress report to the Court.

1. Student Union Plaza -- The photographs shown on Page 82 were taken from the steps of the Student Union Building. This Plaza was designed by an architect and constructed and landscaped according to his specification to provide a more open and receptive environment in the heart of the Tennessee State University campus. It is well lighted and uncluttered for pedestrian traffic between buildings on the campus. Members of the university community seem very pleased with its effect and utility. In general, it has done much to improve the appearance of the campus. An additional view of the Plaza is shown at the bottom of Page 83 which shows an overall scene of the area and buildings around the Plaza.

2. Additional Parking and Illumination -- As pictured in the photograph at the top of Page 83, additional illuminated parking facilities have been developed at Tennessee State University. This parking facility serves the existing instructional building and will serve the new Business Administration Building in the future which is shown in the picture at right. Also shown in this photo, is a new sidewalk leading from the parking lot to the Student Union Plaza which is pictured in the bottom photo on this same page.

The photo on Page 84 shows two new parking lots which have been constructed in the past year. Hot mix service and concrete curbs make these facilities very attractive and functional for relieving parking pressure on the Tennessee State University campus. Both of these parking lots are in easy walking distance of the heart of the campus.

It should be emphasized that these new illuminated parking facilities serve the graduate teacher education program which was assigned to Tennessee State University beginning the fall term of 1974. All graduate teacher education classes taught on Tennessee State University's main campus are housed in the buildings adjacent to these parking lots. This was planned and implemented according with the need for upgrading the instructional program and the facilities supporting these programs.

New Instructional Facilities

Tennessee State University has under construction three new instructional facilities; (1) Library Building, (2) Business Administration Building, and (3) Cooling Plant. The cooling plant is directly related to instructional programs by its service to the instructional facilities by providing airconditioning to classroom buildings.

1. The Library Building is shown in construction stage at the top of Page 85. This facility will house the entire collection of both undergraduate and graduate library materials. It will provide seating for over 1,000 students and is located in the center of the Tennessee State University campus. It is within 300 feet of the Student Union Building and within a five-minute walking distance of all instructional buildings and dormitories on the campus.

2. The Business Administration Building is shown under construction in the photograph at the bottom of Page 85. This will be a three-story building located between the graduate education building and the new parking lot shown in the background of the photograph. This facility will house the new School of Business which is scheduled to be started in the fall of 1976. This building is also located on Centennial Boulevard which is the main access to the Tennessee State University campus. The photograph at the bottom of Page 86 gives a view of the new Business Administration Building as seen from the parking lot at Centennial Boulevard. The cost of this building approximates 1.66 million dollars.

3. The new Cooling Plant is shown in the photograph at the top of Page 86. This cooling system will serve the new Library Building and the new Business Administration Building. It is important that this facility be available to serve these new instructional facilities since they are designed as buildings with controlled environments. Again, this is evidence of planning being carried out in behalf of the development of the Tennessee State University campus.

Another new instructional facility which is being planned at the present time is the Health, Physical Education, Recreation, and Convocation Center Complex. This complex has been authorized for preplanning by the Tennessee General Assembly. Current estimates indicate the facility would meet all existing and future needs of Tennessee State University in these areas of instruction through the year 1999. Photographs of the proposed site are shown on Page 87. The photograph at the top of the page shows the location of the main building and the photograph at the bottom of the page shows a portion of the lower terrain which would be developed to provide outdoor activities. These activities would include the following: tennis, handball, track, baseball, softball, soccer, and football. The main building would provide facilities for swimming, basketball, indoor handball, indoor team sports, and convocation seating for approximately 8,000 spectators. It is estimated that these facilities will cost nine million dollars if constructed within the next three years.

Other New Facilities

As shown in the photograph on Page 88, a new home for the president of Tennessee State University is under construction. This home is located on the campus facing Centennial Boulevard at the east end of the property. The light poles shown in the picture are the lights for the football practice field. It is expected that these will be removed when the home is landscaped during the fall of 1976. It is estimated that this facility will cost in excess of \$99,000 and should be a definite asset to the campus.

Future Plans for Improvements

It is deemed imperative that a major study of the be made of the physical facilities of Tennessee State University some time during the

year 1976. This study will provide needed information on the instructional programs of the University and the facilities which serve those programs. This study will serve as a starting point for additional planning for future plant improvements and will provide the necessary information needed to assess the quality of existing facilities and to what extent these facilities will need to be renovated.

COLOR PHOTOGRAPHS OF THE
TENNESSEE STATE UNIVERSITY CAMPUS

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IV.

IMPACT ASSESSMENT

The Long Range Plan for desegregation contains a number of commitments by the two governing boards to evaluate certain plans and changes in terms of their potential impact on desegregation. Some of these commitments differ in important respects. When the original Long Range Plan was submitted to the Court, no statewide commitment to impact assessment was made. The decision to implement the Long Range Plan and the interdependent planning roles of the governing boards and the Commission in the implementation of that plan are sufficient reason to be more specific about the character and role of impact assessments. What now follows is a brief outline of impact assessment principles.

A. PURPOSE OF IMPACT ASSESSMENT

It would be reassuring to believe that higher education programs and policies could be developed and revised without regard to impact on desegregation. The reality is, however, that some actions have the potential to either impede or facilitate the goals specified in the original Long Range Plan and in this Progress Report. The purpose of impact assessment, then, is to focus attention on how a particular academic program or policy change is likely to affect the achievement of desegregation goals.

B. ACTIONS REQUIRING IMPACT ASSESSMENT

What are the kinds of higher education activities that might call for an impact assessment of some type? Among the actions that have potential for affecting desegregation goals are these:

- (1) Academic programs--additions, deletions, significant expansions or contractions.
- (2) New campuses, or centers in the state system--establishing new institutions, closing or combining campuses or centers, cooperative programs, etc.
- (3) Admissions, retention, graduation policies--changes in institutional policies at either undergraduate or graduate levels.
- (4) Student financial assistance programs--changes in policy at state, board, or institutional levels that might affect minority enrollments.

C. RESPONSIBILITY FOR IMPACT ASSESSMENT

As a point of principle, impact assessment should be initiated by the agency having primary responsibility for the policy or program under question. Thus, it is assumed that institutional and governing board personnel will conduct an impact assessment for those programs and policies falling within their sphere of responsibility. This would include all of the four areas previously mentioned.

There are three areas in which Higher Education Commission statutory responsibility would interact with that of the governing boards--in new academic degree programs, facilities planning, and off-campus centers. Thus, impact assessment for these activities would be a joint responsibility of both the Commission and the governing boards.

Finally, it is clearly within the role and responsibility of the Monitoring Committee to inquire about the extent to which such assessments were made and to review those actions of program and policy where there seems to be good reason to do so. The quarterly report specified in the opening section of this Progress Report should advise the Monitoring Committee of any program or policy

action taken by governing boards or Commission that might warrant the Monitoring Committee's attention.

D. PROCEDURES AND CONTENT OF IMPACT ASSESSMENT

A concluding question on the nature of impact assessment concerns the content of impact statements and the procedures by which they are processed and evaluated. On the latter point, it is expected that impact assessment will be incorporated into existing planning and review procedures. For example, it is expected that new program proposals will routinely address the question of "What impact, if any, is this program likely to have on the achievement of desegregation goals as specified in the Long Range Plan?"

The extent of the response to this question as it pertains to the four decision areas previously outlined may vary considerably. For some decisions, it will be clear that the anticipated action will not have any effect; and a simple response would be sufficient. For others, it will be clear that the institution has or is achieving its goals, and the data already available will support that statement. For those decision actions, however, where there may be some question, the impact assessment will be expected to carry data and analysis in support of the position taken on the question given above. The Monitoring Committee does not wish to recommend involved data or reporting formats, because the variety of decisions is too complicated to anticipate an effective format for all decisions. For guidance, institutions, governing boards, and Commission may choose to use some elements of the SREB staff paper on Impact Study and State Planning in Higher Education. The content and format of those decisions falling only within the purview of the

two governing boards will be specified by those boards. On those decisions requiring joint review by the governing board and the Higher Education Commission, the content and format of the statement will be decided between them.

E. SUMMARY

This flexibility concerning the content and format of impact statements is not intended as an expression of light concern over the necessity for impact statements. Rather, it is intended to recognize that the variety of decisions that might come under impact assessment is a broad one, and little is to be gained in attempting to provide specific guidelines for all such decisions. It is clearly the intent of the Monitoring Committee, however, that all decision actions previously defined will address the question of impact and provide supporting comment and data necessary for unequivocal review and evaluation by responsible agencies and the Monitoring Committee.

APPENDIX A

THEC APPENDIX A
MEMBERS OF THE MONITORING COMMITTEE

Mr. Walter P. Armstrong, Tennessee Higher Education Commission
Mr. T. B. Boyd, Tennessee Higher Education Commission
Dr. Edward Boling, University of Tennessee
Dr. Wayne Brown, Tennessee Higher Education Commission
Mr. Tom Elam, UT Board of Trustees
Mrs. Ann Baker Furrow, UT Board of Trustees
Mrs. Sarah Elizabeth Hawkins, Tennessee Higher Education Commission
Mr. James H. Jones, Jr., State Board of Regents
Mrs. Johnella H. Martin, State Board of Regents
Dr. Roy Nicks, State Board of Regents
Ms. Elaine McReynolds, UT Board of Trustees
Mr. Frank Taylor, State Board of Regents

APPENDIX B

APPENDIX B

ACTIONS IMPLEMENTED

BY THE

UNIVERSITY OF TENNESSEE, KNOXVILLE

SINCE AUGUST, 1974

TO INCREASE RECRUITMENT AND RETENTION

OF

BLACK STUDENTS, FACULTY, AND ADMINISTRATORS

Attached are reports on financial aid awards to Black students and a cost study of the Office of Admissions and Records in its recruitment of students.

The Assistant Dean of the UTK School of Social Work, who is Black, has responsibility for minority recruitment efforts in that school and has made recruiting trips, together with the Dean for Graduate Studies.

One of the most important recruitment efforts is the improvement of the quality of life for Blacks on the UTK campus. The following are examples of such efforts:

1. Black Cultural Center

In Fall, 1975, UTK opened its Black Cultural Center, with a full-time Director. The Center is located on Volunteer Boulevard, which location gives it prominence and proximity to residence halls and academic buildings. The Center has art exhibits, seminars, a tutorial program and a library of materials by and about Blacks. The newly-renovated house in which the Center is located has office space, conference space, and classroom space.

The establishment of the Center is designed to allow both whites and Blacks to learn more about the Black culture. The Center is actively involved with groups in the community (such as the Black Cultural Exchange Center).

The Center has programming funds and has brought to campus programs of special interest to Blacks.

2. Black Affairs Advisor and Financial Aid Counselor

The Division of Student Affairs has two positions currently open for which it is hoped that Blacks will be recruited. The Black Affairs Advisor will have general responsibility in the Division for promoting activities and interests of Blacks and the Financial Aid Counselor will be particularly sensitive to the special problems of Blacks.

3. Commission for Blacks

In January, 1976, UTK established a Commission for Blacks, composed of 27 persons (white and Black) who represent the University community and alumni. This commission is designed to advise and consult with central administration in the continuing effort to improve the quality of life for Blacks on this campus. A copy of the charge to the Commission for Blacks and a referral chart prepared for this commission are attached.

4. Bicentennial Program Emphasis on Blacks

A. The UTK Bicentennial Committee endorsed the proposal of the UTK Office of Black Studies for funding of a symposium held last October on the contributions of Blacks to local history. The University provided matching funds for the grant of approximately \$5,000 from the Tennessee American Revolution Bicentennial Commission. This symposium brought over one hundred Blacks to

Knoxville and presented thoroughly-researched information on the contribution of Blacks.

B. The Carolyn P. Brown Memorial University Center, as part of its Bicentennial emphasis, displayed during Fall Quarter, 1975, an exhibit of the Contribution of Blacks to the American Revolution.

C. During Spring Quarter, the new Knoxville Chautauqua will bring to UTK the Knoxville College Black Festival, a week-long series of programs which present Blacks and Black culture. The festival is sponsored by the UTK Department of Speech and Theatre and Knoxville College.

D. During Spring Quarter, an exhibit on "Blacks and the American West" will be held at the Carolyn P. Brown Memorial University Center.

5. Bus Service Between Knoxville College and UTK

UTK and Knoxville College provide regularly-scheduled bus service between the two campuses, which has the effect of increasing cross-enrollment between the two schools.

6. General Impact upon Recruitment of Specific Programs

The minority engineering program, the minority program at the Oak Ridge School of Biomedical Science, the CLEO program in the College of Law, the minority scholarship program, and the thoroughly respectable academic program in Black Studies have a significant effect on general recruitment. The existence of such programs and their continued success indicate to potential Black students that the quality of life for Blacks at UTK is a matter of continuing concern and emphasis.

CHARGE TO COMMISSION FOR BLACKS

The Commission for Blacks is appointed by the Chancellor to advise on planning, implementation, and evaluation of University programs, policies, and services as they relate to Black students, faculty, and staff. The Committee relates administratively to the Vice Chancellor for Planning and Administration. The Commission:

1. serves as a channel for improving human relations on the campus;
2. advises and consults with University officials on the concerns of Blacks;
3. assists in the evaluation and revision of the Affirmative Action plan;
4. recommends changes in or additions to existing policies and procedures that will reflect Black concerns;
5. makes suggestions concerning the coordination of new and existing academic and extracurricular programs related to Blacks;
6. recommends and encourages research to identify the concerns, problems, and progress of Blacks on the campus;
7. assesses on a continuing basis the status of Blacks on the campus.
8. aids in communicating the interests of Blacks throughout the University community and encourages Black involvement in all aspects of campus life.

Referral Chart Prepared for the

UTK COMMISSION FOR BLACKS

100

Person or Office	Items to be Referred
I. Dr. Bertha Williams, Affirmative Action Coordinator, who also serves as Chairperson of the UTK Equal Employment Opportunity Committee (ext. 4391)	A. Complaints by any UTK employee that he or she has been discriminated against on the basis of race, sex, age, a handicap, national origin, religion, or veteran status. B. Suggestions for changes in the UTK Affirmative Action Plan. C. General information about Affirmative Action and implementation of the UTK Plan. D. A student complaint that he or she has been discriminated against on the basis of sex, as provided by Title IX. E. Results of UTK studies related to the status of women and Blacks on campus. F. Requests for copies of the UTK Affirmative Action Plan.
II. Dr. Betty J. Clockley, Assistant Dean, Graduate School of Social Work, who serves as Chairperson of the Commission for Blacks (ext. 3175)	A. General concerns about the status of Blacks at UTK. B. Suggestions for improving human relations on campus. C. Suggestions for improvement of existing UTK policies and procedures related to concerns of Blacks. D. Suggestions for research to identify the concerns, problems, and progress of Blacks on campus. E. Suggestions for communicating interests of Blacks throughout the UTK community. F. Suggestions for increases Black involvement in all aspects of University life. G. General information about the Commission for Blacks.
III. Dr. Judith L. Kuipers, Associate Professor and Head, Department of Child and Family Studies, who serves as Chairperson of the Commission for Women (ext. 5316)	A. General concerns about the status of women at UTK.

Referral Chart Prepared for the
UTK COMMISSION FOR BLACKS

Page 2

Person or Office

Items to be Referred

- B. Suggestions for improvement of policies and practices relative to the concerns of women.
- C. Suggestions for needed research to assess the status of women at UTK and to compare their position with that of women at other institutions and agencies.
- D. Suggestions of extracurricular and academic programs for women.
- E. General information about the UTK Commission for Women.

IV. Mr. James McAuliffe, Assistant Vice Chancellor for Student Affairs, who serves as Chairperson of the Committee on Adaptive Living (ext. 3063).

- A. Suggestions for assistance and service required to meet more fully the needs of handicapped students.
- B. Suggestions for increasing campus sensitivity to the needs of students with special adaptive problems.

V. Dr. Howard Aldmon, Vice Chancellor for Student Affairs (ext. 3061).

Student or prospective student complaints of discrimination on the basis of race, sex, age, a handicap, national origin, religion, or veteran status.

VI. Dr. Luke Ebersole, Vice Chancellor for Planning and Administration, who serves as the UTK Affirmative Action officer (ext. 4391).

Complaints of non-compliance of UTK in its policies to Title IX of the Higher Education Amendments of 1972.

VII. Dr. Andrew Kozar, Executive Assistant to the President of the UT system, who serves as the system Affirmative Action officer (ext. 4402)

Complaints by an employee of UT system units located in Knoxville that he or she has been discriminated against because of race, sex, age, a handicap, national origin, religion, or veteran status.

Referral Chart Prepared for the
UTK COMMISSION FOR BLACKS

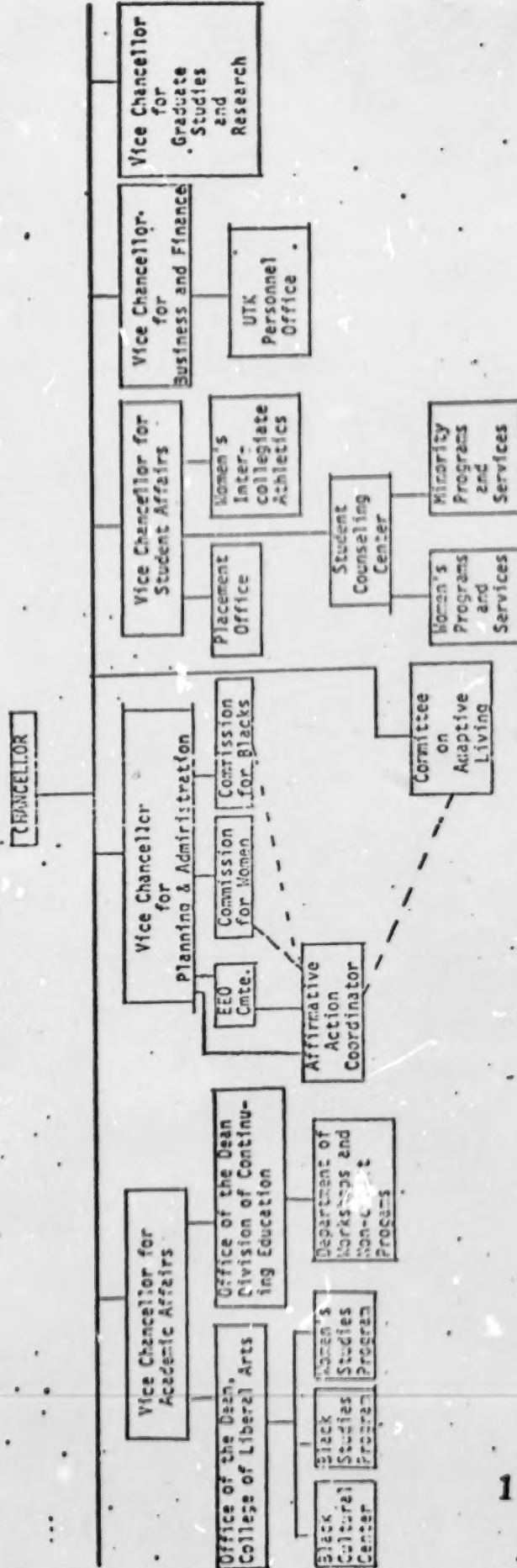
Page 3

Person or Office	Items to be Referred
VIII. Reference desk, Hoskins Library (ext. 4171).	Sources for recruiting faculty which are geared toward women and minorities.
IX. Mrs. Martha Begalla, Coordinator of Women's Programs, Office of Special Services of the Student Counseling Center (ext. 4471).	Programs and services for UTK women students.
X. Office of Special Services, Student Counseling Center (ext. 4471).	Programs and services for UTK minority students.
XI. Dr. Suzanne Kurth, Assistant Professor of Sociology, who serves as Chairperson of the Women's Studies Committee, College of Liberal Arts (ext. 2153).	Information about credit programs in Women's Studies.
XII. Mr. Marvin Peek, Director of Black Studies (ext. 5052).	Information about credit programs in Black Studies.
XIII. Mr. Dennie Littlejohn, Director, Black Cultural Center (ext. 6861).	Information about services and activities of the Black Cultural Center.
XIV. Dr. Nancy Lay, Associate Professor, School of Health, Physical Education and Recreation (ext. 2169). or Dr. Howard Aldmon, Vice Chancellor for Student Affairs (ext. 3061).	Information about UTK Women's Inter- collegiate Athletics.

UTK STRUCTUR:

AFFIRMATIVE ACTION AND RELATED PROGRAMS FOR BLACKS AND FOR WOMEN

January, 1976



UTK: Recruitment of Black Faculty and Staff

A. The Office of the Vice Chancellor for Academic Affairs sent the attached letter to Deans, Directors, and Department Heads on January 16. The letter includes a reference to the new service to which UTK subscribes in order to provide information about qualified Blacks to individuals charged with recruiting.

B. In June, 1975, the Chancellor informed the University community of the requirement to list all administrative, professional, and supporting vacancies on the weekly "position vacancy" list distributed by the UTK Personnel Office. (A sample list is attached.) This vacancy list is sent to employment agencies, the UTK Placement Office, minority organizations, and individuals in the area and is distributed to all UTK departments. The addition of administrative and professional vacancies to the list enables qualified minorities to become aware of vacancies and apply for them and also allows current minority employees to advance or to recommend qualified minority members for positions.

C. In August, 1975, the decision was made to hire for the 1975-76 academic year a half time Affirmative Action Coordinator. Dr. Bertha Williams, of the UTK Student Counseling Center, assumed these duties January 1. The addition of an Affirmative Action Coordinator reporting directly to the Vice Chancellor for Planning and Administration (who serves as UTK Affirmative Action Officer) allows for greater monitoring of the overall Affirmative Action and Equal Employment Opportunity program. (A partial listing of the duties of the Affirmative Action Coordinator is contained in the referral list prepared for the UTK Commission for Blacks.)

It is foreseen that this half-time position will become a full-time continuing position in 1976-77, and recruitment of individuals to fill the position will begin in February.

The establishment of this position bears both directly and indirectly on recruitment of Black faculty and staff: directly, by allowing for more consistent monitoring and dissemination of information; indirectly, by emphasizing UTK's commitment to affirmative action.

D. On a quarterly basis, the Chancellor has a luncheon for central Administrative staff members and UTK Black faculty and administrators. These meetings allow for bringing to the attention of the central administrative any concerns of Black faculty and staff and allow for exchange of information.

E. The establishment of the Commission for Blacks bears upon recruitment, since this group will advise and consult with central administrative staff members in improving the quality of life for Blacks on the campus. The Chairperson has been given one fourth released time to devote to duties of the Commission, and a part-time graduate assistant and a part-time secretary have been made available to aid with Commission activities. It is foreseen that this commission will be a continuing one.

F. The employment of a Black coach in the UTK Department of Athletics again bears on the recruitment of other Black professionals by indicating UTK's commitment to hiring Blacks.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
OFFICE OF THE VICE CHANCELLOR
ACADEMIC AFFAIRS

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January 16, 1976

MEMORANDUM

TO: Deans, Directors, and Department Heads

FROM: Walter Herndon (1/17)

RE: Affirmative Action and Recruitment

Although we do not yet know the number of new positions which may be possible for 1976-77, it is clear that, as in past years, the normal replacement of persons retiring, resigning, or otherwise leaving the faculty will entail a good deal of recruitment. Please remember that Affirmative Action applies to replacements as well as to new positions. We will require solid evidence, in approving all appointments, that the standards of Affirmative Action have been honored and that a good faith effort has been made to fill each position out of an open and comprehensive pool of candidates.

An examination of last year's recruitment does not show that many of us were especially overzealous in this matter. Although some 90 new individuals (the great majority being replacements) were hired, the November 1976 full-time faculty list shows a net gain of less than 6 blacks and less than 6 women (see the attached comparative tables). In fact, the actual percentage of full-time women faculty decreased slightly. Perhaps we should ask ourselves whether we find this so far an acceptable showing.

The Main Reference Department of the Library has available a recent publication which may be useful to you in this connection.

HD Professional Women and Minorities: A Manpower Resource Service
6058
.V4 Vetter, Betty M. and Babco, Eleanor L.

In this work separate chapters are given to approximately 14 broad academic divisions, such as the physical sciences, engineering, agricultural and biological sciences, social sciences, humanities, and so on. A separate chapter entitled "Recruitment Resources" lists less specific agencies which can be contacted for assistance in locating good candidates.

Please attach to full-time appointment papers for 1976-77, whether for replacement or new positions, a brief indication of the candidate pool and the resources which you have consulted as you set about to fill the position.

sb

FULL-TIME TEACHING FACULTY UTK

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1975-76

	TOTAL	WOMEN		BLACK	
		No.	%	No.	%
Professor	389.7	19.0	4.9	2.0	.51
Associate Professor	377.8	43.5	11.5	7.0	1.85
Assistant Professor	367.5	92.8	25.3	17.5	4.76
Instructor	145.5	70.5	48.5	8.0	5.50
Lecturer	2.5	.5	20.0		
TOTALS	1283.0	226.3	17.6	34.5	2.69

FULL-TIME TEACHING FACULTY UTK

1974-75

	TOTAL	WOMEN		BLACK	
		No.	%	No.	%
Professor	364.4	16.0	4.4	1.0	.27
Associate Professor	353.1	41.5	11.8	5.0	1.4
Assistant Professor	375.9	90.3	24.0	15.7	4.2
Instructor	124.6	71.1	57.1	7.3	5.9
Lecturer	6.0	2.0	33.3		
TOTALS	1224.0	220.9	18.0	29.0	2.4

POSITION VACANCY LIST

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JANUARY 26, 1976 THROUGH FEBRUARY 1, 1976

CODING

AC-ACRICULTURE CAMPUS	KC-KNOXVILLE CAMPUS	RP-RENTAL PROPERTIES
AD-ACADEMIC DEPARTMENT	KP-KEYPUNCH	RS-ROTATING SHIFT
AO-ADMINISTRATIVE OFFICE	LY-LIBRARY	PX-RELATED EXPERIENCE
AP-ADMIN. PROFESSIONAL	MA-MECHANICAL ABILITY	SE-SUPERVISORY EXPERIENCE
BK-BOOKKEEPING	MF-MONDAY - FRIDAY	SH-SHOP/STAND
CD-CLERICAL DUTIES	NW-NIGHT WORK	SO-SYSTEM'S OFFICE
DE-DICTATION EQUIPMENT	OS-ORDER SUPPLIES	SS-SAFETY AND SECURITY
DG-DEGREE	PC-PHYSICAL CONDITION	TD-TELEPHONE DUTIES
DL-DRIVER'S LICENSE	PR-PAYROLL	TE-TEMPORARY
DM-DUPLICATION MACHINE	PP-PHYSICAL PLANT	TG-TRAINING
DW-DAY WORK	PT-PART-TIME	TS-TECHNICAL
DQ-DESIRABLE QUALIFICATIONS	QE-QUAL. EXPERIENCE	TY-TYPING
EX-EXPERIENCE	RC-RESEARCH CENTER	UC-UNIVERSITY CENTER
FS-FOOD SERVICE	RE-RECEPTIONIST	RL-RESEARCH LABORATORY
FT-FULL-TIME	RH-RESIDENCE HALLS	
HS-HIGH SCHOOL	*-NEW POSITIONS	

REQN.	TITLE	DESIRABLE QUALIFICATIONS, CHARACTERISTICS	AREA
417-KC	Carpenter	Valid TN DL/EX2+/H3/work in construction & maintenance/concentration on concrete work/accomplish all types of carpentry work/\$2.35	(Huddleston)
1085-KC	Clerk-Typist	TY60/HSG+/EX2/DW/TF/\$4671	(Huddleston)
1110-AC	Sr. Lab Machinist	PC/EX/fabrication of special research units utilizing lathes, milling machinery, etc./DM/TF/\$7500	(Huddleston)
1144-KC	Maintenance	HSG/PC/DW/EX/Maintenance & repair of mechanical equipment/trouble-shooting air conditioning equipment/found knowledge of electricity, carpentry, & painting/\$2.98	(Huddleston)
1145-KC	Mechanic		
1146-KC			
1199-KC	Secretary	TY65+/SH80+/HSG+/EX2+/TW/TF/\$5191	(Huddleston)
1228-KC	Mail Clerk	HSG/Valid TN DL/pick up and deliver mail on UTK campus/DW/TF/\$2.24	(Huddleston)
1231-KC	Sr. Clerk-Typist	TY60/HSG/EX/DW/TF/\$5250	(Huddleston)
031-AP	Director of Physical Plant	B.S. DG in Engineering, Business or related field; 5 years progressive managerial experience in plant operations including 2 years as Director or Assistant Director/DW/TF/Salary: Open/Deadline for applications: March 1, 1976/Please contact Edward K. Bennett at 974-6643 for additional information	(E. Bennett)
1245-KC	Artist Illustrator	HSG+/EX4+/must have a thorough knowledge of drafting & commercial art/knowledge of descriptive geometry is required as well as ability to read & understand blueprints/DW/TF/\$6747	(McWaters)
1246-KC	Pool Manager	HSG+/wide background in Aquatics-pool management and maintenance, life guarding, certified diver, instructor preferred/DW/Sunday & Wednesday & Saturday/Salary: \$2000	(McWaters)
1247-KC	Sr. Secretary	TY70/SH100/DW/TF/\$5707	(McWaters)
1248-KC	Secretary	TY60/HSG+/EX/DW/TF/\$5291	(Huddleston)
1252-KC	Police Sergeant	HSG/EX5/PC/supervise police officers in the performance of their duties on the 3rd shift/DW/TF/DOESQ	(Huddleston)
1253-KC	Counselor	Bachelor's DG with Masters DG in Student Personnel or related area and/or comparable experience/DW/TF/DOESQ	(McWaters)

1254-KC	Sr. Custodian	HSG/EX/performs routine cleaning and upkeep of campus buildings or area assignments/DJ/MF/\$2.24 (Huddleston)
1256-KC	Medical Technologist	ASCP registered/medical technologist to work in Oncology Consultation Service Laboratory/permanent part-time/Monday, Tuesday & Thursday/\$4.23 (Huddleston)
1262-KC	Medical Secretary	TY60/HSG/EX/DW/MF/\$2.66 (McWaters)
1264-KC	Clerk-Typist	HSG/TY50+/ability to take dictation from machine/DW/MF/permanent part-time/\$2.34 (Huddleston)
1266-KC	Custodian	TY60/EX/DW/MF/\$2.20 (Huddleston)
1267-KC		
1268-KC	Clerk-Typist	TY55+/HSG+/EX/DW/MF/\$4875 (Huddleston)
1270-KC	Food Service Worker	HSG/PC/DW/MF/\$2.20 (Huddleston)
1273-AC	Secretary	TY65+/HSG+/EX1/DW/MF/\$5291 (Huddleston)
1278-KC	Clerk-Typist	TY50+/RE/DW/MF/\$4875 (Huddleston)
1280-KC	Food Service Worker	HSG/PC/DW/MF/\$2.20 (Huddleston)
1281-KC	Fire Inspector	HSG/EX3/knowledge of fire code, electric code, Southern building code, local ordinances, state laws, and the University's Safety policy/Fireman/EXDQ/valid TN EL/DW/MF/\$5707 (Huddleston)
1282-KC	Helper, Carpenter	HSG/Valid chauffeurs TN EL/some general knowledge of woodwork & machinery/DW/MF/\$2.24 (Huddleston)
1283-KC	Paralegal Assistant	TY helpful/some legal secretarial EX DQ or previous paralegal work/DW/MF/\$6206 (McWaters)
1286-KC	Assistant Coordinator	MA in Adult Education/EX/supervising volunteer tutors/develop a satellite center in South Knoxville/DW/MF/\$300 monthly (Huddleston)
1289-KC	Custodian	HSG/EXDQ/DW/MF/\$2.20 (Huddleston)
1291-KC*	Material Control Clerk	HSG+/EX/serves as property manager and performs a variety of specialized duties/DW/MF/\$4875 (Huddleston)
1292-KC*	Accounts Receivable Payable Clerk	HSG+/EX/payroll, preparation of financial reports, learn all personnel policies & fiscal policies/DW/MF/\$5291 (McWaters)
1293-SO	Payroll Clerk	HSG+/EX/processing monthly payrolls, departmental budget records for payment, processing personnel forms/DW/MF/\$5707 (McWaters)
1294-KC*	Clerk-Typist	TY65/SH80/HSG/EX/RE/BK/\$4875 (Huddleston)
1295-KC*	Clerk-Typist	TY60/Business College or equivalent/RE/DW/MF/\$4875 (Huddleston)
1296-KC*	Secretary	TY60/SH80/HSG+/EX/DW/MF/\$5291 (Huddleston)
1298-KC*	Clerk-Typist	TY50/HSG/DW/MF/\$4875 (Huddleston)
1299-KC*	Sr. Electron Microscopy Tech.	BSDQ/EX3+/EX in use of electron microscope DQ/DW/MF/\$8806 (McWaters)
036-AP*	Employment Manager	B.S. in Personnel Management or related field/EX1-3 years managerial experience in recruiting & employment for exempt & non-exempt positions/DW/MF/Salary: DOE/MQ/Please contact Gary England at 974-5151 for additional information (G. England)

1300-KC*	Storeroom Clerk	HSG/handling storage room equipment & dispensing materials plus inventories/DW/MF/\$2.50 (Huddleston)
01-KC*	Senior Secretary	TY50+/SH above average/HSG+/EXDQ/DW/MF/\$5707 (McWaters)
02-KC*	Lab Machinist	HSG+/3-4 yrs. apprenticeship/performs a variety of specialized mechanical duties in shop/works from sketches or detailed drawings/DW/MF/\$6206 (McWaters)
03-KC	Custodian	HSG/EXDQ/NW/MF/\$2.20 (Huddleston)
04-KC*	Budget Analyst	Bachelor's DG in accounting, business or related field such as public administration/graduate degree or C.P.A. EQ/EX in Educ. Admin., government or public accounting, 3-4 years/DW/MF/DOE&Q (McWaters)
05-KC	Laborer	HSG/PC/valid TN DL/DW/MF/\$2.20 (Huddleston)
06-KC*	Secretary	TY50+/SHDQ/HSG+/EXDQ/DW/MF/\$5291 (Huddleston)
07-KC*	Materials Control Clerk	HSG+/valid TN DL/EXDQ/DW/MF/\$4875 (Huddleston)
08-KC*	Production Typist	TY50+/operates MIST instrument for preparation of research paper, grant requests, reports/DW/MF/\$5291 (Huddleston)
09-KC*	Assistant Coordinator	MA DG, work in Reading & Continuing & Higher Education/ set up task force Advisory Council/PT/DW/MF/DOE&Q (McWaters)
10-KC	Custodian	HSG/EXDQ/NW/MF/\$2.20 (Huddleston)

APPENDIX C

APPENDIX C₁

The State University and
Community College System
of Tennessee
Nashville, Tennessee

The University of Tennessee
Knoxville, Tennessee

January 22, 1976

MEMORANDUM

TO: Dr. Edward J. Boling, President
The University of Tennessee

Dr. Roy S. Nicks, Chancellor
State University and Community College System

FROM: W. W. Buchanan, Vice Chancellor for Academic Affairs
State University and Community College System

John Prados, Vice President for Academic Affairs
The University of Tennessee

SUBJECT: UTN/TSU Cooperative Programming

On January 20, 1976, the following persons met in the Conference Room (SBR) to identify and agree to areas in which TSU and UTN are prepared to proceed with cooperative programming:

John Prados (UT)
Grady Bogue (THEC)
Bob Casey (THEC)
Charles Smith (UTN)
John Mallette (UTN)

W. Wray Buchanan (SBR)
Charles Fancher (SBR)
Frederick Humphries (TSU)
Bernard Crowell (TSU)

This meeting produced agreement pertaining to cooperative action in three program areas: (1) Urban Affairs and Public Administration, (2) General Engineering, and (3) Teacher Education. We have attempted to capture the essence of this agreement in the enclosed draft reports.

Please note that the document which deals with the general engineering program contains a recommendation for establishing a high level ad hoc committee to review the present operation of the program. It was the group's opinion that the work of this proposed committee could clear the way for subsequent cooperation in engineering instructional and service programs. Please note also that a draft memorandum addressed to President Humphries and Acting Chancellor Smith has been enclosed for possible use if the proposed ad hoc committee meets your approval.

We shall appreciate receiving your reactions to these proposed actions.

The State University and
Community College System
of Tennessee
Nashville, Tennessee

The University of Tennessee
Knoxville, Tennessee

January 30, 1976

MEMORANDUM

TO: Dr. Fred Humphries, President, Tennessee State University
Mr. Charles E. Smith, Acting Chancellor, The University
of Tennessee at Nashville

FROM: Roy S. Nicks, Chancellor
State University and Community College System of Tennessee

Edward J. Boling, President
The University of Tennessee

SUBJECT: Implementing Plans for Formation of a School Resource and
Development Council

A report on the plans for the formation of a School Resource and Development Council under the joint sponsorship of Tennessee State University and the University of Tennessee at Nashville has been received by our respective offices. This commitment to joint use of the resources of the public Nashville universities to provide increased services for the school systems of the area is indeed commendable. It is our understanding that the Board of Directors for the Council will consist of the following:

- A. Three faculty members from Tennessee State University
- B. Three faculty members from the University of Tennessee at Nashville
- C. Six representatives of school systems in Middle Tennessee (3 Blacks & 3 Whites)

We are pleased to authorize forward movement with the implementation steps that you have proposed. It is our understanding that these steps are the following:

- Step I. (To be taken immediately) - Proceed with the establishment of the School Resource and Development Council by designating three faculty members from TSU and three from UTN to serve on the Council's Board of Directors.
- Step II. (During February, 1976) - The faculty members of the Council's Board will meet to begin selection of the proposed six representatives of school systems in Middle Tennessee to serve on the Board.

Step III. (Prior to the end of the 1975-76 academic year) - Convene the the full membership of the Council to commence its services.

Please keep our respective offices informed of your progress with this joint venture, and follow the usual procedures when you reach points where further forward movement requires official action by our offices or the governing boards.

The additional types of cooperation which you have planned for your teacher education programs are also commendable. We shall look forward to hearing about your achievements relative to the proposed:

1. Further joint meetings of groups from various parts of the UTN and TSU teacher education areas.
2. Articulation and coordination of teacher education programs on the two campuses.
3. Provisions for faculty and student interchange.

Please be assured that our staffs are ready to assist you as you combine your resources to expand your services and achieve additional desegregation at your institutions.

Roy S. Nicks, Chancellor
State University and Community
College System of Tennessee

Edward J. Boling, President
The University of Tennessee

APPENDIX C₂

November 26, 1974

Dr. Charles Fancher
President
Tennessee State University
Nashville, Tennessee 37203

Dear Dr. Fancher:

I have attached my report on the business program at Tennessee State University. Please feel free to call or write for additional details. For example, I analyzed the curricula for all majors to determine what each needs to meet AACSB standards. As I indicated in the report, I believe that curricula review can be postponed without creating problems.

I have been quite specific about the building--possibly too specific. However, I felt that emphasis and direction might be well served by this approach.

I shall be glad to help with the search for the dean.

Sincerely yours,

W. C. Flewellen, Jr.
Dean

WCFjr/vc

Attachment

This report, even when couched in specific terms, can only be considered as suggesting approaches, general plans and possible guidelines. The exigencies of the situation now and as it develops will be major influences, and even those present now cannot be fully seen or understood from the investigation made.

Establishment of a school of business appears feasible. I believe the key to success to be the selection of a dean and the first two or three new faculty members.

Organization should include sufficient administrative personnel to accomplish the planning and staff work necessary for initiating change, as well as the pressures needed to implement change. A three-department school will probably suffice until enrollment and faculty increase significantly. The Department of Business Education should be one department. The present Department of Business Administration can be split to divide faculty somewhat equally. For example, accounting, business law, finance, data processing and statistics might be placed in one department, with management, marketing, economics, real estate, and insurance in the other.

The present enrollment (student semester credit hours taught), according to AACSB standards, requires a minimum of twenty-one (21) full-time equivalent faculty. (Student semester credit hours taught, $8420 \div 400$). The minimum faculty for the present Business Administration Department is eighteen (18) [$7120 \div 400$], and for the Business Education Department

the minimum is three. However, the present range of specialties offered by the Business Education Department cannot be offered by as few as three faculty members. This Department can increase student enrollment substantially without an increase in faculty.

A minimum of forty percent (40%) of the faculty (9) should hold the doctorate and at least 75% (17) should be full time. Such a faculty will permit maximum teaching loads of 24 semester credit hours per academic year with not more than three different preparations per semester as required by the Standards.

A schedule for development that appears reasonable and feasible is outlined below:

Year One--obtain a dean

Year Two--hire the third department head and other faculty with the Ph.D. to the extent possible. Begin planning for additional faculty acquisition, curriculum review, service to the business community, library improvement, assistance from businesses.

Years Three, Four and Five--hire enough faculty with Ph.D.'s to reach the minimum number required by AACSB standards for the student credit hours taught at that time (10 or 12 if growth has been moderate).

A reasonable plan would concentrate on hiring Ph.D.'s first in finance, management, marketing, economics and quantitative methods or statistics, with at least one in accounting. Much of the accounting can be taught for a few years by faculty

with the masters/CPA combination and most of them might be part-time. At least one full-time Ph.D. is needed for leadership and coordination. Business law might be taught by part-time faculty with the LL.B. degree, while real estate and insurance might be taught by part-time faculty obtained from the business community.

The faculty might eventually be distributed somewhat as follows:

	<u>Full-time Ph.D.</u>	<u>Full-time Masters</u>	<u>Part-time (Full-time Equivalent)</u>	<u>TOTAL (Full-time Equivalent)</u>
Accounting	1.00	1.00*	2.00	4.00
Economics	2.00	2.00		4.00
Finance	2.00			2.00
Management	2.00	1.00		3.00
Marketing	2.00			2.00
Quant. Methods or Statistics	1.00	1.00	.25	2.25
Real Estate			.25	.25
Insurance			.25	.25
Bus. Education	2.00** <u>12.00</u>	2.00 <u>7.00</u>	1.00 <u>3.75</u>	5.00 <u>22.75</u>

*With the CPA

**Ed.D.

Curricula review should be begun after some of the new faculty have been employed. The presently-proposed business administration curriculum appears to follow AACSB recommendations closely. Those for business education are close enough to continue using them for a few years.

By year four some faculty should be involved in service programs. The dean should know a number of influential businessmen and should be involved in planning a program of service to business and industry in the area. Plans for obtaining resources from the business community should be in process of development. An inventory of library holdings should be completed and advice sought from librarians in good schools of business.

In the sixth year a self-study similar to that required by the AACSB should be begun.

One comment about budget is essential. Beginning salaries for new Ph.D.'s in economics are between \$12,000 and \$13,500 for the academic year this year, and for other areas they are between \$14,500 and \$16,500. If good faculty are acquired, the rest is relatively easy. Without good faculty the progress desired is almost impossible.

The opportunity to plan and build a building at the time a school is established is one few new schools enjoy. Careful planning is essential, for once built, the facility will affect the school for many years.

The plans presented for the business administration program indicate such inexperience that planning should not be left to that faculty alone. Small rectangular classrooms with fixed tablet armchairs have limited use and do not permit the productivity expected of educational institutions today. I have enclosed the January 1971 issue of the AACSB Bulletin. It is devoted to the planning of a building.

Of course, more careful study of needs must be made than the few hours I spent on your campus; however, I believe that expert advisers will suggest a mix more nearly like that given below:

<u>Number of Rooms</u>	<u>Seating Capacity</u>	<u>Type Room (Seating, etc.)</u>	<u>Approximate Dimensions</u>	<u>Total Square Feet</u>
1	150	Tiered, fixed tablet arm-chairs	45 x 45	2025
2	75	Tiered, Harvard-type, narrow tables, fixed swivel chairs (Fig. C, pg. 7)*	40 x 40	3200
1	60	Tiered, Harvard-type, narrow tables, fixed swivel chairs (Fig. B, pg. 7)*	30 x 40	1200
2		Typing--flat floor	30 x 40	2400
1		Office machines, flat floor	30 x 45	1350
3	35	Flat floor; fixed tablet armchairs	25 x 20	1500
2	25	Seminar	20 x 20	800
Total classrooms				12,475

* AACSB Bulletin

Dean's suite

Dean's office	15 x 15	225
Assistant's office	15 x 10	150
Secretary	15 x 20	300

675

Departmental suites (4)

Department head's office	15 x 10	150	
Secretary and reception	15 x 15	<u>225</u>	
			<u>1,500</u>
Faculty offices (25)	12 x 10		<u>3,000</u>
		Total offices	5,175
Faculty lounge	20 x 30		600
Student lounge and vending machines	30 x 30		<u>900</u>
		Total lounges	<u>1,500</u>
			<u>19,150</u>

Put additional space into small 25 x 20 classes, preferably Harvard-type, tiered (see Figure A, page 6, AACSB Bulletin).

Seating is provided for 515 students at one time and should support approximately 1,030 students enrolled in the School of Business, (see page 4, AACSB Bulletin). The nine classrooms will provide for 81 sections in a nine-hour day (8:00 a.m. to 5:00 p.m.). In the fall of 1974, 77 sections, other than typing and office machines, were taught. The mix of classrooms suggested should permit teaching fewer sections for the same number of students. Furthermore, I recommend that sufficient offices be planned, even though some classes must eventually be taught in other buildings.

APPENDIX C₃

The State University and
Community College System
of Tennessee
Nashville, Tennessee

The University of Tennessee
Knoxville, Tennessee

125

January 30, 1976

MEMORANDUM

TO: Dr. Fred Humphries, President, Tennessee State University
Dr. Melvin G. Scarlett, President, Middle Tennessee State
University
Dr. Jack Reese, Chancellor, University of Tennessee at Knoxville
Mr. Charles Smith, Acting Chancellor, University of Tennessee
at Nashville

FROM: Roy S. Nicks, Chancellor
State University and Community College System of Tennessee

Edward J. Boling, President
The University of Tennessee

SUBJECT: Establishing an Ad Hoc Committee on Urban Affairs and Public
Administration

On January 20, 1976, representatives from the University of Tennessee and the State University and Community College System of Tennessee met to plan procedures for implementing the Nashville Area desegregation plan. From this meeting we have received a recommendation to establish a Committee on Urban Affairs and Public Administration. The recommendation specified the following relative to Committee membership and the charge to the Committee:

Members

Two representatives from the University of Tennessee at Nashville
Two representatives from Tennessee State University
One representative from Middle Tennessee State University
One representative from the University of Tennessee at Knoxville
Chairman or Co-Chairmen to be elected by the Committee

Charge

Develop detailed plans for establishing the Urban and Public Affairs Center which was proposed in the August, 1974, Long Range Plan for Achieving Additional Desegregation. However, should the Committee's

deliberations lead to the identification of potentially productive alternative organizational structure, operational procedure(s) and/or location of the Center, recommendations regarding such alternatives should be submitted through proper channels. The concern should be to maximize the acceleration of desegregation of public higher education in the Nashville area while introducing a new service. Copies of all reports prepared by the Committee must be submitted to the President or Chancellor of each participating institution.

Please regard this memorandum as our request to each of you to select representatives as specified above to serve as members of this Ad Hoc Committee. We need to receive the names of persons recommended to serve on this Committee on or before February 16, 1976. We wish to convene the Committee for its first meeting during the first week in March.

Dr. Buchanan and Dr. Prados are prepared to answer questions concerning the work of this Committee. Please feel free to contact them if necessary.

Roy S. Nicks, Chancellor
State University and Community
College System of Tennessee

Edward J. Boling, President
The University of Tennessee

APPENDIX C₄

The State University and
Community College System
of Tennessee
Nashville, Tennessee

The University of Tennessee
Knoxville, Tennessee

January 22, 1976

MEMORANDUM

TO: Dr. Fred Humphries, President, Tennessee State University
Mr. Charles E. Smith, Acting Chancellor, The University
of Tennessee at Nashville

FROM: Roy S. Nicks, Chancellor
State University and Community College System

Edward J. Boling, President
The University of Tennessee

SUBJECT: Ad Hoc Committee on TSU/UTN Joint Engineering Program

We have received from Vice Chancellor Buchanan and Vice President Prados a report on the agreements which were achieved during your January 20, 1976, meeting on implementing the Long Range Plan for Achieving Additional Desegregation. It seems that substantial progress was made toward charting a course for TSU and UTN cooperative programming. The recommendation pertaining to creating an ad hoc committee to thoroughly review the joint engineering program has great merit. Thus, we are pleased to grant our approval, and authorize the establishment of this committee as recommended.

President Humphries should proceed immediately with the designation of the representatives from TSU to serve on the Committee. Similar immediate action to designate UTN representatives should be taken by Acting Chancellor Smith. Our offices will contact THEC concerning the Commission's representative and will appoint a staff person to serve on the Committee. It is our understanding that the Committee will be composed of the President of TSU or his designee, the Acting Chancellor of UTN or his designee, the Dean of Engineering at TSU, The Dean of Engineering at UTN, a representative from each of the following staffs: THEC, SBR and UT. At the first meeting, the Committee should elect a chairman or co-chairmen according to its preference.

This will be an ad hoc committee which will report to our offices (SBR and UT). It will be responsible for making a thorough study of the general engineering program, including the following:

1. Review of the agreement which established the program
2. Ascertain the state of compliance with the agreement
3. Recommend needed changes

Since the recent THEC action pertaining to the general engineering program projected a review of the programs by the Monitoring Committee, the findings of the ad hoc committee which we are establishing should be of special value for the Monitoring Committee. 129

The formation and work of the ad hoc committee should proceed according to the following schedule:

February 6, 1976 - Designation of members completed

On or before February 27, 1976 - First meeting of the Committee

May 31, 1976 - Final report

As the Committee pursues its task, it should feel free to utilize the services of consultants as needed.

Roy S. Nicks, Chancellor
State University and Community College
System

Edward J. Boling, President
The University of Tennessee

APPENDIX C5

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38111

February 3, 1976

Dr. Roy S. Nicks, Chancellor
State University and Community
College System of Tennessee
1161 Murfreesboro Road
Nashville, TN 37217

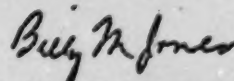
Dear Dr. Nicks:

Pursuant to your direction to seek financial scholarship support for minority student recruitment for our Law School, please be advised that I have secured an irrevocable annual contribution of \$15,000 to use for that purpose. Efforts are continuing to increase that total.

Current plans call for committing sufficient funds to support five CLEO participants for fiscal year 1976-77. As you know such a commitment is for three years for each student. Recruiting efforts have begun toward that goal.

We will provide you with additional information as it becomes available.

Kindest regards,



Billy M. Jones
President

BMJ:pkb

APPENDIX D

THEC TABLES

2/2/76

THEC TABLE I
DEGREE CREDIT HEADCOUNT ENROLLMENT OF BLACK STUDENTS IN TENNESSEE
PUBLIC INSTITUTIONS: TOTAL ENROLLMENTS, 1969 - 1975 FALL TERMS

Institutions	Total Black Enrollment						Black Enrollment as % of Total							
Reprints Universities	1969	1970	1971	1972	1973	1974	1975	1969	1970	1971	1972	1973	1974	1975
APSU	191	220	269	266	374	467	541	5.8	6.2	7.0	7.8	9.1	11.9	13.0
ETSU	143	181	210	213	249	104	199	1.6	1.8	2.2	2.2	2.7	2.0	1.9
NSU	1,777	2,006	2,309	2,441	2,265	2,965	3,312	10.2	10.7	12.1	12.6	11.0	13.9	14.8
MTSU	193	242	277	352	447	551	652	2.6	3.0	3.2	3.8	4.6	5.4	6.2
TSU	4,499	4,362	4,364	4,265	4,135	4,112	4,393	99.0	98.5	97.7	95.7	93.1	87.6	85.0
TTU	50	83	85	97	111	128	142	0.8	1.3	1.4	1.5	1.6	1.9	2.0
Total without TSU	2,354	2,732	3,150	3,369	3,446	3,295	4,046	5.4	5.9	6.7	6.5	6.8	8.4	8.9
Total with TSU	6,853	7,094	7,514	7,634	7,581	8,407	9,239	14.3	14.1	14.4	14.2	13.8	15.0	15.5
Community Colleges														
Chattanooga	--	--	--	--	123	460	618	--	--	--	--	12.6	20.8	17.8
Cleveland	54	205	193	184	180	141	151	3.4	10.7	8.9	7.1	6.5	5.5	4.8
Columbia	107	109	153	131	119	131	133	8.8	8.2	11.5	9.9	9.3	9.6	7.4
Oversburg	30	84	109	123	150	114	158	5.1	13.3	17.1	16.3	16.7	10.9	14.3
Jackson	174	180	174	140	173	238	358	12.1	10.3	12.9	10.5	10.1	13.0	16.4
McLain	33	46	53	51	97	56	56	6.2	5.9	6.2	5.9	5.6	5.7	5.1
Roane	--	--	11	34	29	39	70	--	--	3.4	4.8	3.1	2.6	2.9
Shelby	--	--	--	640	1,376	1,949	2,684	--	--	--	60.4	62.6	59.3	66.3
Volunteer	--	--	63	91	73	74	116	--	--	10.9	7.6	5.4	4.4	4.9
Walters	--	13	44	73	79	61	68	--	3.1	4.0	5.4	4.6	3.2	2.4
Total Community Colleges	398	607	800	1,437	2,387	3,271	4,412	7.4	9.3	9.6	13.4	16.0	17.8	18.0
University of Tennessee														
UTC	264	314	406	371	422	518	511	7.0	7.2	8.4	7.6	8.5	8.3	8.8
UTCHS	18	28	27	35	48	51	62	1.1	1.6	1.5	2.0	2.4	2.6	3.0
UTK	560	635	670	742	821	1,104	1,276	2.4	2.7	2.6	2.9	3.1	3.9	4.3
UTN	152	231	296	303	414	459	549	3.6	5.0	6.1	6.1	8.5	9.2	10.6
UTM	123	112	248	280	495	526	695	7.4	5.7	8.7	10.9	10.4	10.5	12.7
Total University of Tenn.	1,117	1,320	1,647	1,831	2,000	2,558	3,093	3.2	3.6	4.1	4.5	5.1	5.7	6.4
Grand Total without TSU	3,069	4,659	5,597	6,637	8,033	10,124	12,351	4.6	5.2	5.8	6.7	7.1	8.8	9.7
Grand Total with TSU	8,368	9,021	9,961	10,902	12,160	14,236	16,744	9.5	9.6	9.8	10.3	10.7	11.9	12.6

*Source: THEC Student Information System, Degree Credit Enrollment report, 12-30-75

2/2/76

THEC TABLE 11

DEGREE CREDIT HEADCOUNT ENROLLMENT OF BLACK STUDENTS IN TENNESSEE
PUBLIC INSTITUTIONS: FRESHMEN 1969 - 1975 FALL TERMS

Institutions	Black Freshmen						Black Freshmen as a % of Total Freshmen							
	1969	1970	1971	1972	1973	1974	1975*	1969	1970	1971	1972	1973	1974	1975
Regents Universities														
APSU	80	90	105	105	165	223	278	7.3	8.2	8.4	10.4	12.5	19.0	19.2
ETSU	55	56	95	88	63	75	86	1.9	3.3	3.1	3.0	2.9	2.6	2.5
MSU	641	694	652	742	605	606	721	12.6	14.2	13.0	14.7	12.3	12.5	15.0
MTSU	102	78	104	118	155	202	276	4.1	3.2	4.0	4.5	5.6	6.7	8.3
TSU	NA	1,687	1,706	1,631	1,630	1,785	2,069	NA	99.9	98.8	97.8	92.9	86.6	84.5
TTU	26	36	37	36	48	63	64	1.4	1.7	1.8	1.6	2.1	2.6	2.7
Total without TSU	904	954	993	1,039	1,056	1,169	1,425	6.7	7.7	7.1	7.8	7.5	8.2	9.3
Total with TSU	NA	2,641	2,699	2,720	2,886	2,954	3,494	NA	NA	17.6	17.4	16.9	18.2	19.6
Community Colleges														
Chattanooga	--	--	--	--	121	333	535	--	--	--	--	17.5	21.8	18.3
Cleveland	21	146	137	121	100	66	82	1.7	10.0	8.6	7.7	6.7	5.5	5.2
Columbia	71	76	101	78	79	81	100	9.0	8.8	12.8	9.9	10.6	11.2	7.5
Dyersburg	30	64	72	85	121	70	102	5.1	14.0	17.6	17.1	19.0	10.2	14.4
Jackson	145	121	115	90	113	109	278	13.4	13.1	15.3	12.7	13.9	17.6	16.3
Nashville	33	40	32	44	45	39	43	6.5	7.0	5.6	7.3	6.4	6.3	6.1
Roane	--	--	11	31	22	27	50	--	--	3.6	5.6	3.2	2.7	3.5
Shelby	--	--	--	614	1,268	1,608	2,201	--	--	--	60.6	69.3	64.7	70.2
Volunteer	--	--	62	73	49	62	95	--	--	10.8	7.1	4.7	4.5	5.2
Walters	--	13	36	54	42	31	46	--	3.6	4.6	6.1	4.7	3.4	2.5
Total Community Colleges	300	460	566	1,190	1,960	2,426	3,532	7.2	9.9	9.8	15.6	20.5	21.7	20.1
University of Tennessee														
UTC	48	156	154	120	149	124	161	3.6	9.5	9.7	8.1	10.9	9.4	10.9
UTCS	6	NA	3	1	2	1	2	1.7	NA	5.6	4.2	6.7	3.2	66.7
UTK	230	231	231	258	323	442	530	3.5	3.2	3.4	3.3	4.0	5.5	6.2
UTM	80	117	138	114	168	170	255	5.1	6.8	7.4	6.5	9.6	10.7	14.3
UTN	35	51	87	139	182	207	321	7.2	8.2	10.4	12.8	11.2	12.4	12.0
Total University of TN	399	555	613	632	829	944	1,269	3.7	5.0	5.5	5.2	6.4	7.5	9.2
Grand Total without TSU	1,603	1,969	2,172	2,911	3,845	4,539	6,226	5.6	7.0	7.0	8.7	10.5	11.9	14.8
Grand Total with TSU	NA	3,656	3,878	4,542	5,475	6,324	8,295	NA	NA	12.0	12.8	14.3	15.8	16.9

NA = data not available
*Source: THEC Student Information System, Degree Credit Enrollment report, 12-30-75

THEC TABLE 111

2/12/76

ACTUAL AND PROJECTED HEADCOUNT ENROLLMENT OF BLACK STUDENTS, FOR SELECTED LEVELS, 1975 FALL TERM¹

Institution	UNDERGRADUATES					LAW					HEALTH PROFESSIONS					OTHER GRADUATE					TOTAL					
	Goal '75		Actual '75		% of Total	Goal '75		Actual '75		% of Total	Goal '75		Actual '75		% of Total	Goal '75		Actual '75		% of Total	Goal '75		Actual '75		% of Total	
	Black	Total	Black	Total		Black	Total	Black	Total		Black	Total	Black	Total		Black	Total	Black	Total		Black	Total	Black	Total		Black
APSU	457	13.0	518	14.5	--	--	--	--	--	--	--	--	--	--	--	47	7.4	23	4.0	--	539	13.0	541	13.0	--	
ETSU	196	12.5	185	7.1	--	--	--	--	--	--	--	--	--	--	--	18	1.4	14	1.0	--	2.3	2.3	199	1.9	--	
TSU	2,550	15.1	2,532	14.8	14	2.5	7	1.3	--	--	--	--	828	17.6	8022	16.3	3,100	15.4	3,112	15.4	3,112	15.4	3,112	15.4	--	
WVSU	524	6.6	578	6.5	--	--	--	--	--	--	--	--	116	6.4	74	4.4	704	6.6	452	6.2	--	452	6.2	--		
TSU	3,557	95.7	3,990	88.7	--	--	--	--	--	--	--	--	438	62.5	397	60.0	4,006	82.6	4,393	85.0	--	4,393	85.0	--		
TSU	149	2.5	138	2.2	--	--	--	--	--	--	--	--	--	--	--	16	1.5	7	0.2	--	166	2.4	142	2.0	--	
Total w/o TSU	3,026	6.1	3,019	9.0	14	2.5	7	1.3	--	--	--	--	1,025	10.9	920	9.3	5,021	9.5	4,816	8.8	--	5,021	9.5	4,816	8.8	--
Total w/ TSU	7,491	15.9	7,915	16.4	14	2.5	7	1.3	--	--	--	--	1,463	14.5	1,317	12.6	9,027	15.6	9,239	15.5	--	9,027	15.6	9,239	15.5	--
Chattanooga	401	12.0	418	12.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	494	17.9	618	17.8	--	
Greeneville	153	6.0	151	4.8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	159	6.0	151	4.8	--	
Johnson City	145	10.1	133	7.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	146	10.1	133	7.4	--	
Mountain View	147	11.6	155	14.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	149	11.6	159	14.3	--	
Union City	285	14.3	358	16.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	236	14.3	338	16.4	--	
Union City	53	5.9	56	5.1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	59	5.9	56	5.1	--	
Waynesville	53	3.0	70	2.9	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	53	3.0	70	2.9	--	
TSU	2,651	57.0	2,631	66.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2,651	57.1	2,684	66.3	--	
TSU	100	5.1	116	4.9	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	105	5.1	116	4.9	--	
TSU	77	3.5	68	2.4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	77	3.5	68	2.4	--	
Total Community Colleges	4,164	20.1	4,312	18.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	164	20.1	4,312	18.0	--	
ETSU	472	10.2	436	9.1	--	--	--	--	--	--	--	--	67	9.9	75	7.4	539	10.2	511	8.8	--	539	10.2	511	8.8	--
TSU	911	4.2	924	4.2	10	1.4	9	1.4	--	--	--	248	3.9	2952	4.6	1,169	4.1	1,276	4.3	--	1,169	4.1	1,276	4.3	--	
WVSU	455	9.5	515	10.6	--	--	--	--	--	--	--	45	9.5	34	8.5	500	9.5	549	10.6	--	500	9.5	549	10.6	--	
TSU	595	11.9	648	13.1	--	--	--	--	--	--	--	45	8.1	47	8.5	640	11.5	695	12.7	--	640	11.5	695	12.7	--	
TSU	--	--	--	--	--	--	--	--	--	--	--	72	3.2	60	3.0	81	4.0	82	3.2	--	81	4.0	82	3.2	--	
Total UT System	2,433	6.7	2,571	6.9	10	1.4	9	1.4	72	3.7	60	3.0	417	5.1	453	5.4	2,932	6.2	3,093	6.4	--	2,932	6.2	3,093	6.4	--
Total w/o TSU	10,533	10.6	10,502	10.3	24	1.9	16	1.3	72	3.7	60	3.0	1,442	8.2	1,373	6.4	12,114	10.0	12,351	9.7	--	12,114	10.0	12,351	9.7	--
Grand Total w TSU	14,090	12.4	14,898	13.6	24	1.9	16	1.3	72	3.7	60	3.0	1,880	10.3	1,770	10.5	16,120	12.8	16,744	12.6	--	16,120	12.8	16,744	12.6	--

¹Source: Goals data provided by the governing boards. Actual 1975 data from THEC Student Information System, Degree Credit Enrollment Report, 12/30/75²Includes one-half of Joint University Center graduate enrollment or undergraduate enrollment, as appropriate.

Institution	Level (s)	Actual Fall 1975 Enrollment ¹			Goal: Percent Black ⁴ Goal Achieved	
		(A) Total	(B) Black	(C) % Black	(D) %	(C)/(D)
Dyersburg State C.C.	All	1,106	158	14.3	11.6	122.9
UT Knoxville ²	Graduate	6,389	295	4.6	3.9	117.9
Jackson State C.C.	All	2,186	358	16.4	14.3	114.4
UT Martin	Undergraduate	4,786	515	10.8	9.5	113.7
Austin Peay	Undergraduate	3,583	518	14.5	13.0	113.0
UT Nashville	Undergraduate	4,937	648	13.1	11.9	110.1
UT Nashville	Graduate	556	47	8.5	8.1	104.9
Tennessee State	Graduate	662	397	60.0	62.5	104.2 ³
UT Knoxville	Undergraduate	22,976	972	4.2	4.2	100.0
UT Knoxville ²	Law	634	9	1.4	1.4	100.0
Memphis State ²	Undergraduate	16,897	2,503	14.8	15.1	98.0
Middle Tennessee	Undergraduate	8,872	578	6.5	6.6	98.0
Roane State	All	2,394	70	2.9	3.0	97.3
Volunteer State	All	2,347	116	4.9	5.1	96.9
Tennessee State	Undergraduate	4,506	3,996	88.7	85.7	96.6 ³
Chattanooga State	All	3,471	618	17.8	17.0	95.7 ³
Memphis State ²	Graduate	4,920	820	16.3	17.6	92.4
Tennessee Tech	Undergraduate	6,101	135	2.2	2.5	89.8
UT Martin	Graduate	402	34	8.5	9.5	89.5
UT Chattanooga	Undergraduate	4,797	436	9.1	10.2	89.2
Shelby State	All	4,050	2,684	66.3	57.0	86.0 ³
Motlow State	All	1,108	56	5.1	5.9	85.7
East Tennessee State	Undergraduate	8,747	185	2.1	2.5	84.8
UT Ctr. for Health Sci.	Health Prof.	2,012	60	3.0	3.7	81.1
Cleveland State	All	3,169	151	4.8	6.0	80.2
Columbia State	All	1,797	133	7.4	6.0	80.2
UT Chattanooga	Graduate	1,011	75	7.4	9.9	74.7
Middle Tennessee	Graduate	1,690	74	4.4	6.4	68.0
Walters State	All	2,877	68	2.4	3.5	67.4
East Tennessee	Graduate	1,541	14	1.0	1.4	65.0
Austin Peay	Graduate	577	23	4.0	7.4	53.9
Tennessee Tech	Graduate	867	7	0.8	1.5	53.3
Memphis State	Law	547	7	1.3	2.5	50.8
UT Ctr. for Health Sci.	Graduate	76	2	2.6	9.6	27.1

¹Source: THEC Student Information System, Degree Credit Enrollment Report, 12/30/75.

²Includes one-half of Joint University Center graduate enrollment or undergraduate enrollment, as appropriate.

³Determined by (D)/(C).

⁴Goals data provided by the two governing boards.

TO WHAT EXTENT HAVE EQUAL ACCESS MINORITY ENROLLMENT GOALS BEEN ACHIEVED?

<u>Institution</u>	<u>Level(s)</u>	<u>Actual Fall 1975 Enrollment: Percent Black¹</u>	<u>Equal Access Goals: Percent Black²</u>	<u>Percent of Goal Achieved</u>
Austin Peay	Undergraduate	14.5	13.0	111.5
Chattanooga State C. C.	All	17.8	17.0	95.5
Motlow State C. C.	All	5.1	6.3	81.0
Dyersburg State C. C.	All	14.3	18.2	78.6
Jackson State C. C.	All	16.4	21.0	78.1
Tennessee Tech	Undergraduate	2.2	6.6	66.7
UT Nashville	Undergraduate	13.1	19.8	66.2
UT Martin	Graduate	8.5	13.0	65.4
UT Martin	Undergraduate	10.8	17.5	61.7
Columbia State C. C.	All	7.4	12.0	61.7
Roane State C. C.	All	2.9	4.9	59.2
Cleveland State C. C.	All	4.8	8.2	58.5
Shelby State C. C.	All	66.3	36.3	54.8
MTSU	Undergraduate	6.5	12.3	52.8
Memphis State	Graduate	16.3	31.3	52.1
ETSU	Undergraduate	2.1	4.1	51.2
UT Knoxville	Graduate	4.6	9.4	48.9
UT Chattanooga	Undergraduate	9.1	18.7	48.7
UT Nashville	Graduate	8.5	18.4	46.2
Memphis State	Undergraduate	14.8	33.1	44.7
Volunteer State C. C.	All	4.9	11.3	43.4
UT Chattanooga	Graduate	7.4	17.8	41.6
Walters State C. C.	All	2.4	5.9	40.7
MTSU	Graduate	4.4	11.6	37.9
UT Knoxville	Undergraduate	4.2	12.9	32.6
Austin Peay	Graduate	4.0	11.9	33.6
ETSU	Graduate	1.0	4.0	25.0
UT Ctr. for Health Sci.	Health Prof.	3.0	16.8	17.9
UT Ctr. for Health Sci.	Graduate	2.6	16.8	15.5
Tennessee Tech	Graduate	0.8	5.5	14.5
UT Knoxville	Law	1.4	16.8	8.3
Memphis State	Law	1.3	16.0	8.1

¹Source: THEC Student Information System, Degree Credit Enrollment Report, 12-30-75.²Goals data provided by the two governing boards. This table does not include TSU since it does not have comparable goals.

2/3/76

THEC TABLE VI

PERCENTAGE OF TOTAL DEGREES AWARDED RECEIVED BY BLACK GRADUATES, 1973-74 AND 1974-75

Institutions	CERTIFICATES		ASSOCIATES		BACHELORS		MASTERS		ED. S.		DOCTORAL	
	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75
Regents Universities												
MSJ	0.0	0.0	8.3	10.3	7.2	6.9	8.0	5.8	-	0.0	-	-
ETSU	0.0	0.0	0.0	0.0	2.1	2.2	0.6	1.9	-	0.0	0.0	0.0
MSU	-	-	23.3	28.1	9.3	10.3	15.3	12.6	0.0	0.0	0.9	2.2
MTSU	0.0	0.0	0.0	2.2	2.5	4.0	1.7	1.4	-	0.0	0.0	0.0
TSU	0.0	0.0	77.1	90.2	92.2	95.9	79.1	86.9	-	0.0	-	-
TIU	0.0	0.0	-	-	0.7	1.7	1.4	2.0	5.6	0.0	0.0	0.0
Total	0.0	0.0	17.3	24.1	12.3	13.9	12.3	12.6	5.6	0.0	0.8	2.0
Community Colleges												
Chattanooga	7.4	12.5	1.8	9.3	-	-	-	-	-	-	-	-
Cleveland	0.0	0.0	6.2	5.4	-	-	-	-	-	-	-	-
Columbia	25.0	66.6	10.7	12.2	-	-	-	-	-	-	-	-
Dyersburg	0.0	0.0	15.1	10.0	-	-	-	-	-	-	-	-
Jackson	0.0	0.0	9.7	10.2	-	-	-	-	-	-	-	-
Kotlow	0.0	0.0	2.7	2.2	-	-	-	-	-	-	-	-
Roane	0.0	0.0	4.2	2.4	-	-	-	-	-	-	-	-
Shelby	0.0	100.0	36.0	56.3	-	-	-	-	-	-	-	-
Volunteer	0.0	0.0	3.1	6.5	-	-	-	-	-	-	-	-
Walters	0.0	0.0	2.7	2.0	-	-	-	-	-	-	-	-
Total	7.2	9.5	7.0	10.1	-	-	-	-	-	-	-	-
University of Tennessee												
UTK	0.0	50.0	-	-	2.1	2.3	4.1	3.3	9.1	15.4	1.9	1.7
UTC	0.0	2.2	-	-	5.8	7.4	13.9	9.0	-	-	-	-
UTCHS	4.5	13.5	0.0	4.0	3.2	3.7	0.0	3.7	-	-	2.3	0.3
UTM	0.0	0.0	5.8	13.5	6.3	7.3	9.4	13.8	-	-	-	-
UTN	0.0	12.0	16.8	14.5	2.1	5.8	4.0	5.0	-	-	-	-
Total	4.3	9.2	10.6	13.0	3.3	3.8	5.2	4.7	9.1	15.4	2.1	1.0
GRAND TOTAL	3.6	9.1	9.0	12.7	8.5	9.7	9.5	9.4	6.9	3.3	1.8	1.2

THEC TABLE VII
RACIAL COMPOSITION OF FACULTIES* IN TENNESSEE'S PUBLIC COLLEGES AND UNIVERSITIES, FOR SELECTED YEARS 1969-75*

2/3/76

Institution	Full-Time and Regular Part-Time Faculty				Black Faculty As A % of Total			
	1969		1971		1973		1974	
	Total	Black	Total	Black	Total	Black	Total	Black
Regents' Universities								
APSU	133	0	148	2	178	4	173	2
ETSU	355	0	418	0	413	1	430	1
MSU	593	1	764	9	746	24	814	29
MTSU	290	0	420	1	429	2	428	6
TSU	241	229	247	220	226	208	269	189
TTU	285	0	292	0	311	0	317	0
Sub-Total W/O TSU	1,856	1	2,042	12	2,077	31	2,182	38
Sub-Total W/ TSU	1,897	230	2,289	232	2,343	239	2,431	227
Community Colleges								
Greeneville	58	0	66	1	59	3	52	3
Cleveland	45	0	58	2	76	1	81	1
Columbia	12	0	25	1	55	3	50	3
Cyersburg	49	1	63	3	27	1	24	1
Jackson	9	0	35	0	60	3	61	3
Moilew			4	0	42	0	40	0
Reane					36	0	43	1
Shelby					38	8	75	14
Volunteer					57	4	64	4
Walters					48	0	47	0
Sub-Total	173	1	303	8	498	23	537	30
University of Tennessee								
UT	213	5	256	9	253	10	293	11
UTCHS	462	1	501	3	630	10	715	16
UTK	1,253	9	1,229	10	1,315	23	1,368	33
UTM	201	1	254	2	266	4	248	4
UTN					131	4	123	6
Inst. of Agriculture	509	30	624	29	629	32	644	33
Sub-Total	2,638	46	2,918	54	3,224	83	3,391	103
Grand Total W/O TSU	4,467	48	5,293	74	5,799	137	6,090	171
Grand Total W/ TSU	4,708	277	5,540	294	6,065	345	6,359	360

*Source: All data provided by the two governing boards. See the University of Tennessee and State Board of Regents' appendices for the guidelines used to classify these individuals.

THEC TABLE VIII
TO WHAT EXTENT WERE FALL 1975 MINORITY FACULTY
EMPLOYMENT GOALS ACHIEVED ?¹

<u>Institution</u>	<u>Full and Regular Total (A)</u>	<u>Black (B)</u>	<u>Part-Time Facul. % Black (C)</u>	<u>Fall 1975 Goal (D)</u>	<u>Percent of Goal Achieved (E)</u>
Motlow State	50	1	2.0	0.5	400.0
Walters State	60	1	1.7	0.6	283.3
Dyersburg State	30	2	6.7	4.8	139.6
Columbia State	48	4	8.3	6.4	129.7
Roane State	88	3	3.4	2.8	121.4
Tennessee Tech	316	2	0.6	0.5	120.0
Memphis State University	813	34	4.2	3.9	107.7
UT Martin	240	4	1.7	1.6	106.3
Jackson State	70	4	5.7	5.4	105.6
Chattanooga State	59	4	6.8	6.6	103.0
Tennessee State	276	190	68.8	69.0	100.3 ²
UT Ctr. for Health Sci.	745	16	2.2	2.3	95.7
Volunteer	64	4	6.3	6.7	94.0
UT Knoxville	1,424	39	2.7	2.9	93.1
Inst. Agriculture	646	32	5.0	5.4	92.6
Shelby State	104	24	23.1	19.5	84.4 ²
UT Chattanooga	323	12	3.7	4.6	80.4
Cleveland State	80	1	1.3	1.8	72.2
Austin Peay	172	2	1.2	1.8	66.7
UT Nashville	122	5	4.1	6.8	60.3
Middle Tennessee	481	5	1.0	2.0	50.0
East Tennessee	432	0	0.0	0.6	0.0

¹Data provided by the two governing Boards

²Determined by (D)/(C)

2/3/76

THEC TABLE IX

RACIAL COMPOSITION OF ADMINISTRATIVE PERSONNEL¹, STATE BOARD OF REGENTS AND UNIVERSITY OF TENNESSEE INSTITUTIONS, FOR SELECTED YEARS, 1969-74

	Administrators						Black Administrators as a % of Total													
	1969		1971		1973		1974		1975 ²		1969		1971		1973		1974		1975	
	Total	Black	Total	Black	Total	Black	Total	Black	Total	Black	%	%	%	%	%	%	%	%	%	
Universities																				
APSU	21	0	24	0	32	1	39	2	40	2	0.0	0.0	0.0	0.0	3.1	3.1	5.1	5.1	5.0	
ETSU	40	0	54	1	66	1	69	1	79	1	0.0	0.0	1.9	1.5	1.5	1.5	1.5	1.3	1.3	
MSU	104	0	131	0	167	5	171	8	162	13	0.0	0.0	0.0	0.0	3.0	3.0	4.7	4.7	8.0	
NTSU	30	0	39	0	73	1	88	2	95	1	0.0	0.0	0.0	0.0	1.4	1.4	2.3	2.3	1.1	
TSU	66	66	65	64	79	74	96	75	96	85	100.0	98.5	98.5	93.7	93.7	78.1	78.1	88.5	88.5	
TTU	43	0	56	0	69	0	78	1	80	1	0.0	0.0	0.0	0.0	0.0	1.3	1.3	1.3	1.3	
Sub-Total W/O TSU	238	0	304	1	407	8	445	14	456	18	0.0	0.0	0.3	2.0	2.0	3.1	3.1	4.0	4.0	
Sub-Total W/O TSU	304	66	369	65	486	82	541	89	552	103	21.7	17.6	17.6	16.9	16.9	16.5	16.5	18.7	18.7	
Community Colleges																				
Chattanooga	5	0	9	0	17	0	13	1	15	1	0.0	0.0	0.0	0.0	0.0	0.0	7.7	7.7	6.7	
Cleveland	10	0	13	0	16	0	17	0	15	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Columbia	6	0	14	1	12	1	16	1	11	1	0.0	0.0	7.1	8.3	8.3	6.3	6.3	9.1	9.1	
Dyersburg	12	0	10	0	10	0	11	0	10	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	
Jackson	4	0	6	0	10	0	8	0	15	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	
Motlow			6	0	9	0	14	0	15	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Roane			6	0	9	0	14	0	15	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Shelby			2	0	17	5	26	10	34	12	0.0	0.0	0.0	29.4	29.4	38.5	38.5	35.3	35.3	
Volunteer			10	0	13	0	14	0	15	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	
Walters	1	0	10	0	14	0	16	0	16	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Sub-Total	38	0	80	1	129	6	146	12	157	17	0.0	0.0	1.3	4.7	4.7	8.2	8.2	10.8	10.8	
University of Tennessee																				
UTC	64	5	84	6	86	6	67	6	65	7	7.8	7.1	7.1	7.0	7.0	9.0	9.0	10.8	10.8	
UTCHS	115	1	141	1	191	10	219	13	253	19	0.9	0.7	0.7	5.2	5.2	5.9	5.9	7.5	7.5	
UTK	382	9	315	12	356	20	358	24	387	22	2.4	3.8	3.8	5.6	5.6	6.7	6.7	5.7	5.7	
UTN	43	1	59	1	64	1	61	1	66	1	2.3	1.7	1.7	1.6	1.6	1.6	1.6	1.5	1.5	
UTN			18	0	33	0	48	1	61	3	0.0	0.0	0.0	0.0	0.0	2.1	2.1	4.9	4.9	
Inst. of Agriculture	42	0	46	0	53	0	55	0	61	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Total	646	16	663	22	783	37	808	45	893	52	2.5	3.3	3.3	4.7	4.7	5.6	5.6	5.8	5.8	
Grand Total W/O TSU	922	16	1,047	24	1,319	51	1,399	71	1,506	87	1.7	2.3	2.3	3.9	3.9	5.1	5.1	5.8	5.8	
Grand Total W/ TSU	988	16	1,112	88	1,398	125	1,495	146	1,602	172	1.6	7.9	7.9	8.9	8.9	9.8	9.8	10.7	10.7	

¹See UT appendices and SBR appendices for the guidelines used to classify these individuals
²Data provided by the two governing boards

THEC TABLE X
TO WHAT EXTENT WERE FALL 1975 MINORITY ADMINISTRATIVE
EMPLOYMENT GOALS ACHIEVED?¹

Institution	Administrators ²			Fall 1975 Goal (D)	Percent of Goal Achieved (E)
	Total (A)	Black (B)	% Black (C)		
Motlow State	15	1	6.7	0.7	952.9
Jackson State	10	1	10.0	1.5	666.7
Volunteer	15	1	6.7	1.5	446.7
Memphis State	162	13	8.0	4.9	163.7
Dyersburg State	11	1	9.1	6.8	133.7
UT Nashville	61	3	4.9	4.1	119.5
UT Ctr. for Health Sci. ³	253	19	7.5	6.3	119.0
UT Chattanooga	65	7	10.8	10.1	106.9
Shelby State	34	12	35.3	36.2	102.6 ⁴
Austin Peay	40	2	5.0	5.3	94.3
UT Martin	66	1	1.5	1.6	93.8
UT Knoxville	387	22	5.7	6.7	85.1
Tennessee State	96	85	88.5	75.1	84.8 ⁴
Chattanooga State	15	1	6.7	8.4	79.4
Tennessee Tech	80	1	1.3	1.8	72.2
East Tennessee	79	1	1.3	1.9	68.4
Middle Tennessee	95	1	1.1	2.9	37.9
Cleveland State	11	0	0.0	1.0	0.0
Roane State	15	0	0.0	1.0	0.0
Walters State	16	0	0.0	1.0	0.0
Columbia State	15	0	0.0	1.5	0.0
Inst. Agriculture	61	0	0.0	0.0	--

¹Data provided by the two governing boards

²The UT "Administrative" category is not strictly comparable to the SBR use of this term. See UT appendices and SBR appendices for a description of the job categories included.

³Includes personnel from the West Tennessee Chest Disease Hospital

⁴Determined by (D)/(C)

2/3/76

THEC TABLE XI

RACIAL COMPOSITION OF NON-INSTITUTIONAL ADMINISTRATIVE STAFF, FOR SELECTED YEARS 1969-75

	ADMINISTRATIVE STAFF						Blacks as a % of Total					
	1969		1971		1973		1974		1975		1976	
	Total	Black	Total	Black	Total	Black	Total	Black	Total	Black	Total	Black
State Board of Regents ¹	*		*		14	0	21	0	22	2	0.0	0.0
UT Central Administration ²	88	0	154	2	193	2	138	1	149	2	0.0	1.3
Higher Education Commission Staff ¹	8	0	13	0	15	0	16	1	17	1	0.0	0.0
TOTALS	96	0	167	2	222	2	175	2	188	5	0.0	1.2

¹Includes all non-clerical/supportive staff. Data for 1975 include one individual who joined the Regents' staff in January 1976.

²These figures include only those persons classified as "Executive" or "Administrative". The decrease in number of administrators between 1973 and 1974 reflects a revision in titles on July 1, 1974, which placed a number of individuals formerly classified as administrators into the professional category.

*The State Board of Regents was created in 1972. Prior to that year central administrative functions were located within the Tennessee Department of Education.

SBR TABLES

1/28/76

Table SBR-1
STATE BOARD OF REGENTS
Projected Interim and Equal Access Goals--Percentage Black

Institution	1975	1977	1979	1980	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999
APSU All Levels Undergrad. Graduate	12.09* 12.99* 7.40	8.40	9.40	9.90	10.40	11.85*								
ETSU All Levels Undergrad. Graduate	3.33 2.50 1.40	2.66 2.80 1.90	2.99 3.10 2.40	3.15 3.25 2.65	3.32 3.40 2.90	3.65 3.70 3.40	4.00* 4.08* 4.00*							
MSU All Levels Undergrad. Graduate Law	15.35 15.10 17.64 2.52	16.80 16.60 18.78 3.64	18.25 18.10 19.92 4.76	18.98 19.20 20.49 5.32	19.70 19.60 21.08 5.98	21.15 21.10 22.20 7.00	22.60 22.60 23.34 8.12	24.05 24.10 24.48 9.24	25.50 25.60 25.62 10.36	26.95 27.10 26.76 11.48	28.40 28.60 27.90 12.60	29.85 30.10 29.04 13.72	31.30 31.60 30.18 14.84	32.69* 33.09* 31.30* 16.00*
FSU All Levels Undergrad. Graduate	6.64 6.64 6.44	7.78 7.78 7.48	8.92 8.92 8.52	9.48 9.49 9.04	10.08 10.06 9.56	11.20 11.20 10.60	12.32* 12.32* 11.61*							
TSU All Levels Undergrad. Graduate	82.60 85.70 82.50	77.60 80.20 86.80	72.70 74.70 55.10	70.20 73.80 53.30	67.60 69.20 51.40	62.60 63.70 47.70	57.70 58.20 44.00	+						
TTU All Levels Undergrad. Graduate	2.36 2.46 1.54	2.62 2.92 1.98	3.28 3.38 2.42	3.51 3.61 2.64	3.74 3.84 2.66	4.20 4.30 3.30	4.66 4.76 3.74	5.12 5.22 4.18	5.58 5.68 4.62	6.04 6.14 5.06	6.48* 6.62* 5.84*			

*Equal Access Goals

+Further efforts to accomplish equal access goals are contingent upon the progress of other institutions toward goal achievement.

1/29/76

Table SBR-II
STATE BOARD OF REGENTS

Institution	Projected Interim and Equal Access Goals--Percentage Black											
	1975	1977	1979	1980	1981	1983	1985	1987	1989	1991	1993	1995
CHSTCC	17.04*											
CLSCC	5.95	6.40	6.85	7.08	7.30	7.75	8.19*					
CoSCC	10.08	10.56	11.04	11.28	11.52	11.86*						
DSCC	11.63	12.36	13.09	13.46	13.82	14.55	15.28	16.01	16.74	17.47	18.16*	
JSCC	14.32	15.64	16.96	17.62	18.28	19.59	21.00*					
MSCC	5.90	6.10	6.29*									
RSCC	3.00	3.40	3.80	4.00	4.20	4.60	4.91*					
SSCC	57.00	54.70	52.40	51.25	50.10	47.80	45.50	43.20	40.90	38.60	36.26*	
VSCC	5.10	5.80	6.50	6.85	7.20	7.90	8.60	9.30	10.00	10.70	11.31*	
WSCC	3.50	3.80	4.10	4.25	4.40	4.70	5.00	5.30	5.60	5.90*		

*Equal Access Goals.

1/20/78

Table SEIR-III
 ACTUAL AND PROJECTED STUDENT HEADCOUNT ENROLLMENT, ALL LEVELS
 BY INSTITUTION, BY YEAR, BY RACE, BY PERCENT BLACK

INSTITUTION	ACTUAL 1974-75			ACTUAL 1975-76			PROJECTED 1975-76			PROJECTED 1980-81		
	Total Student Hd. Count	Number of Black	Percent Black	Total Student Hd. Count	Number of Black	Percent Black	Total Student Hd. Count	Number of Black	Interim Goal %Black	Total Student Hd. Count	Number of Black	Interim Goal %Black
AFSU	3,018	467	11.92	4,160	561	13.01	4,150	539	12.99	4,950	643	12.99
ETSU	9,030	194	2.03	10,288	199	1.93	9,190	212	2.33	9,700	306	3.15
MSU	21,345	2,965	13.89	22,366	3,312	14.81	22,150	3,400	15.25	24,100	4,574	18.99
MTSU	10,119	551	5.45	10,562	652	6.17	10,600	704	6.64	11,650	1,106	9.49
TSU	4,709	4,112	87.32	5,168	4,393	85.00	4,850	4,006	82.60	6,150	4,317	70.20
TTU	6,995	129	1.86	6,963	142	2.04	7,050	166	2.36	7,450	262	3.51
Total w/TSU	56,037	8,407	15.00	59,510	9,239	15.53	57,900	9,027	15.59	64,000	11,208	17.51
Total w/o TSU	51,328	4,295	8.37	54,342	4,846	8.92	53,050	5,021	9.47	57,850	6,891	11.91
CSICC	2,245	463	20.85	3,471	618	17.90	2,900	494	17.04	5,500	937	17.04
CLSEC	2,576	141	5.47	3,169	151	4.77	2,650	158	5.95	3,450	244	7.09
COSEC	1,366	131	9.59	1,797	133	7.40	1,450	146	10.09	2,150	241	11.24
DSCC	1,046	114	10.90	1,106	158	14.29	1,200	140	11.67	1,750	246	13.96
JSCC	1,032	239	23.19	2,186	358	16.38	2,000	286	14.32	2,700	476	17.62
NSCC	900	56	6.22	1,108	56	5.05	1,000	53	5.30	1,700	107	6.29
SSCC	1,474	39	2.65	2,384	70	2.92	1,750	53	3.00	3,500	140	4.00
VSICC	3,207	1,949	59.29	4,050	2,684	66.27	4,650	2,651	57.00	9,250	4,741	51.25
VSICC	1,667	74	4.44	2,347	116	4.94	1,950	100	5.10	3,300	226	6.85
VSICC	1,927	61	3.17	2,077	68	3.26	2,200	77	3.50	3,650	155	4.25
Total CC	18,400	3,271	17.78	24,505	4,312	18.01	20,750	4,144	20.07	36,950	7,505	20.37
Total SBR w/TSU	74,437	11,678	15.69	84,015	13,651	16.25	78,650	13,191	16.77	100,950	18,711	18.54
Total SBR w/o TSU	69,728	7,566	10.05	78,847	9,258	11.74	73,900	9,185	12.45	94,800	14,396	15.19

1/20/76

TABLE SIIR-IV
ACTUAL AND PROJECTED STUDENT ENROLLMENT, UNDERGRADUATE
BY INSTITUTION, BY YEAR, BY RACE, BY PERCENT BLACK

INSTITUTION	ACTUAL 1974-75			ACTUAL 1975-76			PROJECTED 1976-77			PROJECTED 1980-81		
	Total Undergraduate Hd. Count	Number of Black	Percent Black	Total Undergraduate Hd. Count	Number of Black	Percent Black	Total Undergraduate Hd. Count	Number of Black	Interim Goal % Black	Total Undergraduate Hd. Count	Number of Black	Interim Goal % Black
APSU	3,320	429	12.92	3,583	518	14.46	3,517	457	12.99	4,194	545	12.99
CTSU	7,279	173	2.37	3,747	195	5.20	7,022	106	1.51	8,124	197	2.43
MSU	16,271	2,209	13.58	16,897	2,503	14.81	16,895	2,550	15.10	16,375	1,520	9.28
MTSU	3,412	450	13.19	8,972	578	6.43	3,901	594	15.23	9,671	918	9.49
TSU	4,034	3,665	90.85	4,506	3,996	88.68	4,150	3,557	85.70	5,263	3,812	72.44
TTU	5,914	117	1.98	6,101	135	2.21	6,046	149	2.46	6,380	211	3.31
Total w/TSU	45,720	7,051	15.42	48,706	7,915	16.25	47,221	7,493	15.87	52,179	9,213	17.66
Total w/o TSU	41,636	3,386	8.12	44,200	3,919	8.87	43,071	3,936	9.14	46,916	5,401	11.51
CSGCC	2,245	468	20.85	3,471	619	17.80	2,900	494	17.04	5,500	937	17.04
CLSCC	2,576	141	5.47	3,169	151	4.77	2,650	150	5.65	3,450	244	7.07
COGCC	1,366	131	9.59	1,797	133	7.40	1,450	145	10.00	2,150	243	11.28
DSCC	1,046	114	10.90	1,106	159	14.29	1,203	140	11.61	1,750	216	12.35
JSCC	1,032	230	22.29	2,106	354	16.80	2,000	206	10.30	2,700	475	17.60
MSCC	900	56	6.22	1,103	56	5.05	1,000	59	5.90	1,700	107	6.29
NSCC	1,474	39	2.65	2,394	70	2.92	1,750	53	3.00	3,500	140	4.00
SSCC	3,287	1,949	59.29	4,050	2,684	66.27	4,650	2,651	57.00	9,250	4,741	51.25
VSOC	1,667	74	4.44	2,347	116	4.94	1,950	190	9.75	3,100	226	7.30
WSOC	1,927	61	3.17	2,077	63	3.06	2,200	77	3.50	3,650	155	4.25
Total CC	18,400	3,271	17.78	24,505	4,412	18.01	20,250	4,164	20.57	36,050	7,505	20.81
Total SDR w/TSU	64,120	10,322	16.10	73,211	12,327	16.83	67,971	11,657	17.15	89,129	16,739	18.78
Total SDR w/o TSU	60,036	6,657	11.08	68,705	8,331	12.13	63,021	8,100	12.69	93,066	12,906	13.87

1/20/76

TABLE SER-V
ACTUAL AND PROJECTED STUDENT ENROLLMENT, GRADUATE,
BY INSTITUTION, BY YEAR, BY RACE, BY PERCENT BLACK

INSTITUTION	ACTUAL 1974-75		ACTUAL 1975-76		PROJECTED 1975-76		PROJECTED 1980-81	
	Total Graduate Hd. Count	Percent Black	Total Graduate Hd. Count	Percent Black	Total Graduate Hd. Count	Interim Goal % Black	Total Graduate Hd. Count	Interim Goal % Black
APSU	598	6.36	577	3.99	633	47	756	9.90
ETSU	1,271	0.87	1,541	0.91	1,278	18	1,176	2.65
MSU	4,510	16.50	4,920	16.30	4,691	828	5,124	20.49
NTSU	1,717	5.42	1,690	4.38	1,799	116	1,977	9.04
TSU	675	66.22	662	59.97	700	418	887	51.30
TTU	982	1.12	867	0.81	1,004	16	1,060	2.64
Total w/TSU	9,753	13.78	10,257	12.84	10,105	1,463	11,180	16.44
Total w/o TSU	9,078	9.88	9,595	9.59	9,405	1,025	10,291	13.30

Table SBIR-VI
 ACTUAL AND PROJECTED STUDENT ENROLLMENT, LAW
 BY INSTITUTION, BY YEAR, BY RACE, BY PERCENT BLACK
 1/20/78

INSTITUTION	ACTUAL 1974-75			ACTUAL 1975-76			PROJECTED 1975-76			PROJECTED 1980-81		
	Total Law Enr. Count	Number Black	Percent Black	Total Law Enr. Count	Number Black	Percent Black	Total Law Enr. Count	Number Black	Interim Goal Black	Total Law Enr. Count	Number Black	Interim Goal Black
MSU	564	8	1.42	547	7	1.28	574	14	2.52	641	31	5.12

TABLE SBR-VII
ASSESSMENT OF INTERIM TOTAL STUDENT ENROLLMENT
MINORITY GOAL ACHIEVEMENT BY
INSTITUTION, FALL, 1975

1/29/76

Institution	Actual Headcount Fall, 1975			Interim Goal Percent Black (D)	Percent of Goal Achieved (C) ÷ (D)
	Total (A)	Black (B)	Percent Black (C)		
APSU	4,160	541	13.01	12.99	100.15
ETSU	10,288	199	1.93	2.33	82.83
MSU	22,364	3,312	14.81	15.35	96.48
MTSU	10,562	652	6.17	6.64	92.92
TSU	5,168	4,393	85.00	82.60	97.18*
TTU	6,968	142	2.04	2.36	86.44
Total w/TSU	59,510	9,239	15.53	15.59	99.62
Total w/o TSU	54,342	4,846	8.92	9.47	94.19
CSTCC	3,471	618	17.80	17.04	95.73*
CISCC	3,169	151	4.77	5.95	80.17
CoSCC	1,797	133	7.40	10.08	73.43
DSCC	1,106	158	14.29	11.63	122.87
JSCC	2,186	358	16.38	14.32	114.39
MSCC	1,108	56	5.05	5.90	85.66
RSCC	2,394	70	2.92	3.00	97.33
SSCC	4,050	2,684	66.27	57.00	86.01 *
VSCC	2,347	116	4.94	5.10	96.86
WSCC	2,877	68	2.36	3.50	67.43
Total CC	24,505	4,412	18.01	20.05	89.83
Total SBR w/TSU	84,015	13,651	16.25	16.77	96.90
Total SBR w/o TSU	78,847	9,258	11.74	12.44	94.37

*Requires (D) ÷ (C)

TABLE SBR-VIII

1/29/76

ASSESSMENT OF INTERIM MINORITY GOAL ACHIEVEMENT
FOR UNDERGRADUATE STUDENT ENROLLMENT
BY INSTITUTION, FALL, 1975

Institution	Actual Headcount Fall, 1975			Interim Goal Percent Black (D)	Percent of Goal Achieved (C) ÷ (D)
	Total (A)	Black (B)	Percent Black (C)		
APSU	3,583	518	14.46	12.99	111.32
ETSU	8,747	185	2.12	2.50	84.80
MSU	16,897	2,503	14.81	15.10	98.08
MTSU	8,872	578	6.51	6.64	98.04
TSU	4,506	3,996	88.68	85.70	96.64*
TTU	6,101	135	2.21	2.46	89.84
Total w/TSU	48,706	7,915	16.25	15.87	102.39
Total w/o TSU	44,200	3,919	8.87	9.14	97.05
CSTCC	3,471	618	17.80	17.04	95.73*
CISCC	3,169	151	4.77	5.95	80.17
CoSCC	1,797	133	7.40	10.08	73.43
DSCC	1,106	158	14.29	11.63	122.87
JSCC	2,186	358	16.38	14.32	114.39
MSCC	1,108	56	5.05	5.90	85.66
RSCC	2,394	70	2.92	3.00	97.33
SSCC	4,050	2,684	66.27	57.00	86.01*
VSCC	2,347	116	4.94	5.10	96.86
WSCC	2,877	68	2.36	3.50	67.43
Total CC	24,505	4,412	18.01	20.05	89.83
Total SBR w/TSU	73,211	12,327	16.83	17.15	98.13
Total SBR w/o TSU	68,705	8,331	12.13	12.69	95.59

*Requires (D) ÷ (C)

TABLE SBR-IX

1/29/76

ASSESSMENT OF INTERIM MINORITY GOAL ACHIEVEMENT
FOR GRADUATE STUDENT ENROLLMENTS
BY INSTITUTION, FALL, 1975

Institution	Actual Headcount Fall, 1975			Interim Goal Percent Black (D)	Percent of Goal Achieved (C) ÷ (D)
	Total (A)	Black (B)	Percent Black (C)		
APSU	577	23	3.99	7.40	53.92
ETSU	1,541	14	0.91	1.40	65.00
MSU	4,920	802	16.30	17.64	92.40
MTSU	1,690	74	4.38	6.44	68.01
TSU	662	397	59.97	62.50	104.22*
TTU	867	7	0.81	1.54	52.60
Total w/TSU	10,257	1,317	12.84	14.48	88.67
Total w/o TSU	9,595	920	9.59	10.90	87.98
CSTCC					
CISCC					
CoSCC					
DSCC					
JSCC					
MSCC					
RSCC					
SSCC					
VSCC					
WSCC					
Total CC					
Total SBR w/TSU	10,257	1,317	12.84	14.48	88.67
Total SBR w/o TSU	9,595	920	9.59	10.90	87.98

*Requires (D) ÷ (C)

TABLE SBR-X
 ASSESSMENT OF INTERIM MINORITY GOAL
 ACHIEVEMENT FOR LAW STUDENT
 ENROLLMENTS, FALL, 1975

1/29/76

Institution	Actual Headcount Fall, 1975			Interim Goal Percent Black (D)	Percent of Goal Achieved (C) ÷ (D)
	Total (A)	Black (B)	Percent Black (C)		
APSU ETSU MSU MTSU TSU TTU	547	7	1.28	2.52	50.79
Total w/TSU					
Total w/o TSU	547	7	1.28	2.52	50.79
CSTCC CISCC CoSCC DSCC JSCC MSCC RSCC SSCC VSCC WSCC					
Total CC					
Total SBR w/TSU					
Total SBR w/o TSU	547	7	1.28	2.52	50.79

11/76

Table SBR-XI
STATE BOARD OF REGENTS
Projected Interim and Desegregation Goals for Personnel

Institution	1975	1977	1979	1980	1981	1983	1985	1987	1989	1991	1993	1995
APSU Faculty Administration	1.8 5.3	2.4 5.5	3.0 5.7	3.3 5.8	3.6 6.0*	4.2	4.8	5.4	6.0*			
ETSU Faculty Administration	0.6 1.9	1.0 2.3	1.4 2.7	1.6 3.0*	1.8	2.2	2.6	3.0*				
MSU Faculty Administration	3.9 4.9	4.2 5.1	4.5 5.3	4.7 5.4	4.8 5.5	5.1 5.7	5.4 6.0*	5.7	6.0*			
MTSU Faculty Administration	2.0 2.9	2.6 3.5	3.2 4.1	3.5 4.4	3.8 4.7	4.4 5.3	5.0 6.0*	5.6	6.0*			
TSU Faculty Administration	69.0 75.1	67.7 72.1	66.4 69.1	65.7 67.6	65.1 66.1	63.8 63.1	62.5 60.0*	61.2 +	60.0*	+		
TTU Faculty Administration	0.5 1.8	1.0 2.3	1.5 2.8	1.8 3.0	2.0 3.3	2.5 3.8	3.0 4.0*	3.5	4.0*			

*Desegregation goal

+Further efforts to accomplish desegregation goals are contingent upon the progress of other institution achieving goals.

Table SBR-XII
Projected Interim and Desegregation Goals for Personnel — SBR

Institution	1975	1977	1979	1980	1981	1983	1985	1987	1989	1991	1993	1995
CHSTCC Faculty Administration	6.6 8.4	7.4 9.1	8.2 9.8	8.6 10.2	9.0 10.5	9.8 11.2	10.6 12.0*	11.4	12.0*			
CISCC Faculty Administration	1.8 1.0	2.4 2.0	3.0 3.0	3.3 3.5	3.8 4.0	4.2 5.0	4.9 6.0*	5.4	6.0*			
CoSCC Faculty Administration	6.4 1.5	6.8 3.0	7.2 4.5	7.4 5.3	7.6 6.0	8.0 7.5	8.4 9.0*	8.8	9.0*			
DSCC Faculty Administration	4.8 6.8	5.4 7.3	6.0 7.8	6.3 8.0	6.6 8.3	7.2 9.0*	7.8	8.4	9.0*			
JSCC Faculty Administration	5.4 1.5	5.9 3.0	6.4 4.5	6.7 5.3	6.9 6.0	7.4 7.5	7.9 9.0*	8.4	9.0*			
MSCC Faculty Administration	0.5 0.7	1.0 1.4	1.5 2.1	1.8 2.5	2.0 2.8	2.5 3.5	3.0 4.0*	3.5	4.0*			
RSCC Faculty Administration	2.8 1.0	3.3 2.0	3.8 3.0	4.0 3.5	4.3 4.0	4.8 5.0	5.3 6.0*	5.8	6.0*			
SSCC Faculty Administration	19.5 36.2	20.3 33.9	21.1 31.6	21.5 30.0	21.9 29.3	22.7 27.0	23.5 25.0*	24.3	25.0*			
VSCC Faculty Administration	6.7 1.5	7.1 3.0	7.5 4.5	7.7 5.3	7.9 6.0	8.3 7.5	8.7 9.0*	9.0*				
WSCC Faculty Administration	0.8 1.0	1.2 2.0	1.8 3.0	2.1 3.5	2.4 4.0	3.0 5.0*	3.6	4.2	5.0*			

*Desegregation goals.

1/29/76

TABLE SBIR-XIII
ACTUAL AND PROJECTED FACULTY HEADCOUNT BY INSTITUTION
BY YEAR, BY RACE, BY PERCENT BLACK

Institution	ACTUAL 1974-75			ACTUAL 1975-76			PROJECTED 1975-76			PROJECTED 1990-91		
	Total Headcount Faculty	Number of Black	Percent Black of Total	Total Headcount Faculty	Number of Black	Percent Black of Total	Total Headcount Faculty	Number of Black	Percent Black of Total	Total Headcount Faculty	Number of Black	Percent Black of Total
APSU	173	2	1.16	172	2	1.16	182	3	1.80	217	7	3.20
ETSU	430	0	0.00	432	0	0.00	432	2	0.60	469	4	1.60
MSU	814	29	3.56	813	34	4.18	837	33	3.90	910	43	4.70
MTSU	428	6	1.40	431	5	1.04	444	9	2.00	500	14	3.50
TSU	269	189	70.26	276	190	68.84	278	192	69.00	349	229	65.70
TTU	317	1	0.32	316	2	0.63	318	2	0.50	350	9	2.60
Total w/TSU	2,431	227	9.34	2,490	233	9.36	2,491	241	9.69	2,794	314	11.24
Total w/o TSU	2,162	38	1.76	2,214	43	1.94	2,213	49	2.21	2,445	95	3.89
CSTCC	52	3	5.77	59	4	6.78	60	4	6.60	104	9	8.60
CLSCC	81	1	1.23	80	1	1.25	84	2	2.38	103	3	3.30
COSCC	50	3	6.00	49	4	8.16	53	4	7.55	70	5	7.14
OSCC	24	1	4.17	30	2	6.67	25	1	4.00	35	2	5.71
JSCC	61	3	4.92	70	4	5.71	64	3	4.69	84	6	7.14
NSCC	40	0	0.00	50	1	2.00	41	1	2.44	53	1	1.89
MSCC	43	1	2.33	88	3	3.41	51	1	1.96	98	4	4.08
NSCC	75	14	18.67	104	24	23.08	103	20	19.41	190	30	15.79
SSCC	64	4	6.25	64	4	6.25	70	5	7.14	109	8	7.34
SSCC	47	0	0.00	60	1	1.67	53	1	1.89	85	2	2.35
SSCC	47	0	0.00	60	1	1.67	53	1	1.89	85	2	2.35
Total CC	537	30	5.59	653	43	6.59	604	42	6.95	920	79	8.59
Total SBR w/TSU	2,968	257	8.66	3,143	281	8.94	3,095	281	9.14	3,714	193	5.20
Total SBR w/o TSU	2,699	68	2.52	2,867	91	3.17	2,817	91	3.23	3,365	164	4.87

1/20/76

TABLE SBR-XIV
ACTUAL AND PROJECTED ADMINISTRATION HEADCOUNT BY INSTITUTION
BY YEAR, BY RACE, BY PERCENT BLACK

Institution	ACTUAL 1974-75			ACTUAL 1975-76			PROJECTED 1975-76			PROJECTED 1980-81		
	Total Headcount Admin.	Number of Black	Percent Black of Total	Total Headcount Admin.	Number of Black	Percent Black of Total	Total Headcount Admin.	Number of Black	Percent Black of Total	Total Headcount Admin.	Number of Black	Percent Black of Total
AFSU	39	2	5.13	40	2	5.00	40	2	5.00	50	3	5.80
ETSU	69	1	1.45	73	1	1.27	70	1	1.40	75	2	3.00
MSU	171	8	4.68	162	13	8.02	175	9	4.90	180	10	5.40
RTSU	30	2	2.27	95	1	1.05	90	3	2.90	95	4	4.40
TSU	96	75	78.13	96	85	88.54	100	75	75.10	105	71	67.60
TTU	78	1	1.28	80	1	1.25	80	1	1.25	85	3	3.00
Total w/TSU	541	89	16.45	552	103	18.66	555	91	16.40	550	93	15.76
Total w/o TSU	445	14	3.15	456	18	3.95	455	16	3.52	485	22	4.54
CSTCC	13	1	7.69	15	1	6.67	14	1	9.40	15	2	10.20
CLSCC	11	0	0.00	11	0	0.00	12	1	1.00	13	1	3.50
CSGCC	17	0	0.00	15	0	0.00	14	1	1.50	19	1	5.30
CSGCC	16	1	6.25	11	1	9.09	17	1	6.80	18	1	8.00
DSCC	11	0	0.00	10	1	10.00	12	1	1.50	13	1	5.30
JSCC	8	0	0.00	15	1	6.67	8	1	9.70	10	1	5.50
MSCC	14	0	0.00	15	0	0.00	15	1	1.00	16	1	3.50
RSCC	26	10	38.46	34	12	35.29	27	10	36.20	28	9	30.00
SSCC	14	0	0.00	15	1	6.67	15	1	1.50	16	1	5.30
VSCE	14	0	0.00	16	0	0.00	17	1	1.00	18	1	3.50
WSCE	16	0	0.00	16	0	0.00	17	1	1.00	18	1	3.50
Total CC	146	12	8.22	157	17	10.83	156	19	12.20	166	19	11.45
Total SBR w/TSU	607	101	14.70	709	120	16.93	711	110	12.08	756	112	14.82
Total SBR w/o TSU	501	26	4.40	613	35	5.71	611	35	5.73	651	41	6.30

1/29/76

TABLE SBR-XV

ASSESSMENT OF INTERIM GOAL ACHIEVEMENT OF FULL-AND REGULAR PART-TIME
FACULTY, BY INSTITUTION, FALL, 1975

Institution	Actual Headcount Fall, 1975			Interim Goal Percent Black (D)	Percent of Goal Achieved (C) ÷ (D)
	Total (A)	Black (B)	Percent Black (C)		
APSU	172	2	1.16	1.80	64.60
ETSU	432	0	0.00	0.60	0.00
MSU	813	34	4.18	3.90	107.18
MTSU	481	5	1.04	2.00	51.98
TSU	276	190	68.84	69.00	100.23*
TTU	316	2	0.63	0.50	126.00
Total w/TSU	2,490	233	9.36	9.70	96.49
Total w/o TSU	2,214	43	1.94	2.20	88.18
CSTCC	59	4	6.78	6.60	102.72
CISCC	80	1	1.25	1.80	69.44
CoSCC	48	4	8.33	6.40	130.16
DSCC	30	2	6.67	4.80	138.89
JSCC	70	4	5.71	5.40	105.82
MSCC	50	1	2.00	0.50	400.00
RSCC	88	3	3.41	2.80	121.75
SSCC	104	24	23.08	19.50	118.36
VSCC	64	4	6.25	6.70	93.28
WSCC	60	1	1.67	0.60	278.33
Total CC	653	48	7.35	7.00	105.00
Total SBR w/TSU	3,143	281	8.94	9.10	98.24
Total SBR w/o TSU	2,867	91	3.17	3.20	99.06

*Requires (D) ÷ (C)

TABLE SBR-XVI
ASSESSMENT OF INTERIM MINORITY GOAL ACHIEVEMENT
OF ADMINISTRATORS, FALL, 1975

Institution	Actual Headcount Fall, 1975			Interim Goal Percent Black (D)	Percent of Goal Achieved (C) ÷ (D)
	Total (A)	Black (B)	Percent Black (C)		
APSU	40	2	5.00	5.30	94.34
ETSU	79	1	1.27	1.90	66.62
MSU	162	13	8.02	4.90	163.67
MTSU	95	1	1.05	2.90	36.30
TSU	96	85	88.54	75.10	84.82*
TTU	80	1	1.25	1.80	69.44
Total w/TSU	552	103	18.66	16.40	113.78
Total w/o TSU	456	18	3.95	3.50	112.86
CSTCC	15	1	6.67	8.40	79.37
CISCC	11	0	0.00	1.00	0.00
CoSCC	15	0	0.00	1.50	0.00
DSCC	11	1	9.09	6.80	133.69
JSCC	10	1	10.00	1.50	666.67
MSCC	15	1	6.67	0.70	952.86
RSCC	15	0	0.00	1.00	0.00
SSCC	34	12	35.29	36.20	102.58*
VSCC	15	1	6.67	1.50	444.67
WSCC	16	0	0.00	1.00	0.00
Total CC	157	17	10.83	12.20	88.77
Total SBR w/TSU	709	120	16.93	15.50	109.23
Total SBR w/o TSU	613	35	5.71	5.70	100.18

*Requires (D) ÷ (C)

Criteria for Classifying State Board
of Regents Personnel

Faculty

1. Professors, associate professors, assistant professors, and instructors.
2. Chairpersons and department heads.
3. Counselors and coordinators with instructional responsibility.
4. Coaches.

Administration

1. Deans, associate deans, assistant deans, and other executive officers.
2. Head librarians.
3. Head coaches.
4. Counselors and coordinators with administrative responsibility.

UT TABLES

Table 1

Table UT-2

The University of Tennessee

Actual and Projected Racial Compositions of Student Bodies

	Actual, Fall 1971				Revised Projection, Fall 1975				Revised Projection, Fall 1980 (Mid-Point)				Target Date
	Total Enrollment	Black Enrollment	Headcount	Per Cent	Total Enrollment	Black Enrollment	Headcount	Per Cent	Total Enrollment	Black Enrollment	Headcount	Per Cent	
	FTE	Headcount	Headcount	Per Cent	FTE	Headcount	Headcount	Per Cent	FTE	Headcount	Headcount	Per Cent	
Chattanooga													
Undergraduate ^a	4483	368	8.3	9.1 ^d	4797	416	8.7	10.2	5540	659	11.9	16.7	1991
Graduate	571	50	8.8	7.4	1011	75	7.4	9.9	810	102	12.6	17.8	1988
TOTAL	3942	418	8.3	8.6	4447	511	8.6	10.2	5000	630	761	13.0	1991
Knoxville													
Undergraduate ^a	21411	818	3.8	4.2	22976	972	4.2	4.2	23590	1360	5.8	12.9	2001
Graduate	5934	231	3.9	4.6	6309	295	4.6	3.9	7470	370	5.0	6.4	2004
Law	666	9	1.4	1.4	634	9	1.4	1.4	690	25	3.6	16.8	2018
TOTAL	24754	1040	3.8	4.3	26407	1276	4.3	4.1	27900	1755	5.5	11.7	2002
Martin													
Undergraduate ^a	4525	421	9.3	10.8	4786	515	10.8	9.5	4976	675	13.6	17.9	1989
Graduate	433	37	8.2	8.5	402	34	8.5	9.5	574	58	10.1	11.0	1989
TOTAL	4708	458	9.2	10.6	4834	549	10.6	9.5	5150	733	13.2	16.3	1986
Memphis													
Graduate School of Basic Medical Science	123	3	2.4	2.2	134	3	2.2	9.6	125	21	16.8	16.8	1980
Medicine	606	12	2.0	1.8	610	11	1.8	3.1	650	36	5.5	16.8	1989
Pharmacy	489	5	1.1	1.4	487	7	1.4	2.1	495	24	4.8	16.8	2000
Nursing	398	6	2.0	2.4	403	10	2.4	2.2	420	17	4.0	16.8	2018
Community and Allied Health	194	15	7.7	6.8	240	21	6.8	8.6	270	31	11.5	16.8	1918
Health	167	9	5.4	4.6	194	9	4.6	6.1	210	24	10.4	16.8	1989
UNION	36	3	5.6	7.1	14	1	7.1	8.3	60	6	10.0	16.8	1989
TOTAL	1993	54	2.7	3.0	2080	62	3.0	4.0	2250	140	7.1	16.8	1993
Nashville													
Undergraduate ^a	4510	490	11.0	13.1	4937	648	13.1	11.9	5460	1295	15.3	19.8	1986
Graduate	498	35	7.1	6.5	536	47	6.5	8.1	940	115	12.3	18.4	1987
TOTAL	2320	498	10.6	12.7	2543	695	12.7	11.5	4325	1410	15.0	19.6	1986
Summary													
Undergraduate ^a	34909	2097	6.0	6.9	37496	2571	6.9	6.7	42566	3989	9.4	-----	-----
Graduate ^a	7569	358	4.7	5.3	8492	454	5.3	5.1	9919	666	6.7	-----	-----
Law	666	9	1.4	1.4	634	9	1.4	1.4	690	25	3.6	-----	-----
Health Professions	1870	51	2.7	3.0	1954	59	3.0	3.7	2125	138	6.5	-----	-----
TOTAL	35733 ^c	4514	5.6	6.4	38251 ^c	3093	6.4	6.2	41975 ^c	5500	4818	8.7	-----

^aIncludes Graduate School of Basic Medical Sciences, Memphis
Excludes Center for the Health Sciences

^bIncludes Nursing students at Chattanooga, Knoxville, Martin, and Nashville
Does not include residents of Interns; does include undergraduate medical students in
Clinical Centers at Knoxville and Chattanooga

^cIncludes only students in Allied Health and Nursing specialties at U.T. Memorial Research Center and Hospital, Knoxville

^dThese figures not comparable with earlier data and projections; see text.

THE UNIVERSITY OF TENNESSEE
Actual and Projected Racial Compositions of Faculties
Full-Time and Regular Part-Time

	Actual, Fall 1974			Actual, Fall 1975			Projected, Fall 1975			Projected, Fall 1980		
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black
UT at Chattanooga												
Full-time	214	8	3.7	213	8	3.8	222	10	4.5	242	23	9.5
Regular Part-time	79	3	3.8	110	4	3.6	80	4	5.0	98	9	9.2
TOTAL	293	11	3.8	323	12	3.7	302	14	4.6	340	32	9.4
UT, Knoxville												
Full-time	1192	30	2.5	1220	36	3.0	1243	36	2.9	1379	67	4.9
Regular Part-time	176	3	1.7	204	3	1.5	81	3	3.7	90	3	3.3
TOTAL	1368	33	2.4	1424	39	2.7	1324	39	2.9	1469	70	4.8
UT at Martin												
Full-time	240	4	1.7	238	4	1.7	237	4	1.7	234	7	3.0
Regular Part-time	8	0	0.0	2	0	0.0	6	0	0.0	6	0	0.0
TOTAL	248	4	1.6	240	4	1.7	243	4	1.6	240	7	2.9
UT Center/Health Sciences												
Full-time	561	11	2.0	591	12	2.0	569	12	2.1	612	21	3.4
Regular Part-time	154	5	3.2	154	4	2.6	156	5	3.2	168	11	6.5
TOTAL	715	16	2.2	745	16	2.2	725	17	2.3	780	32	4.1
UT at Nashville												
Full-time	115	5	4.3	121	5	4.1	124	8	6.5	255	26	10.2
Regular Part-time	8	1	12.5	1	0	0.0	8	1	12.5	8	1	12.5
TOTAL	123	6	4.9	122	5	4.1	132	9	6.8	263	27	10.3
Institute of Agriculture												
Full-time	644	33	5.1	645	32	5.0	650	35	5.4	869	48	5.5
Regular Part-time	0	0	---	1	0	0.0	0	0	---	0	0	---
TOTAL	644	33	5.1	646	32	5.0	650	35	5.4	869	48	5.5
SUMMARY												
Full-time	2966	91	3.1	3028	97	3.2	3045	105	3.4	3590	192	5.3
Regular Part-time	425	12	2.8	472	11	2.3	331	13	3.9	370	24	6.5
TOTAL	3391	103	3.0	3500	108	3.1	3376	118	3.5	3960	216	5.5

Table UT-III

THE UNIVERSITY OF TENNESSEE

Actual and Projected Racial Compositions of Administration

Full-Time and Regular Part-Time

	Actual, Fall 1974			Actual, Fall 1975			Projected, Fall 1975			Projected, Fall 1980		
	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black	Total	Black	% Black
Central Administration												
Full-time	132	1	0.8	144	2	1.4	134	2	1.5	139	12	8.6
Regular Part-time	6	0	0.0	3	0	0.0	6	0	0.0	6	0	0.0
TOTAL	138	1	0.7	149	2	1.3	140	2	1.4	145	12	8.3
UT at Chattanooga												
Full-time	59	5	8.5	62	6	9.7	60	5	8.3	66	9	13.6
Regular Part-time	8	1	12.5	3	1	33.3	9	2	22.2	11	3	27.3
TOTAL	67	6	9.0	65	7	10.8	69	7	10.1	77	12	15.6
UT, Knoxville												
Full-time	305	23	7.5	338	21	6.2	305	23	7.5	305	30	9.8
Regular Part-time	53	1	1.9	49	1	2.0	53	1	1.9	53	1	1.9
TOTAL	358	24	6.7	387	22	5.7	358	24	6.7	358	31	8.7
UT at Martin												
Full-time	58	1	1.7	60	1	1.7	60	1	1.7	62	4	6.5
Regular Part-time	3	0	0.0	6	0	0.0	3	0	0.0	5	0	0.0
TOTAL	61	1	1.6	66	1	1.5	63	1	1.6	65	4	6.2
UT Center/Health Sciences I												
Full-time	201	11	5.5	240	18	7.5	220	13	5.9	256	13	5.1
Regular Part-time	18	2	11.1	13	1	7.7	19	2	10.5	36	3	13.9
TOTAL	219	13	5.9	253	19	7.5	239	15	6.3	292	18	6.2
UT at Nashville												
Full-time	46	1	2.2	58	3	5.2	47	2	4.3	64	7	10.9
Regular Part-time	2	0	0.0	3	0	0.0	2	0	0.0	3	0	0.0
TOTAL	48	1	2.1	61	3	4.9	49	2	4.1	67	7	10.4
Institute of Agriculture												
Full-time	33	0	0.0	61	0	0.0	56	0	0.0	60	0	0.0
Regular Part-time	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0
TOTAL	55	0	0.0	61	0	0.0	56	0	0.0	60	0	0.0
SUMMARY												
Full-time	856	42	4.9	953	51	5.3	892	46	5.2	952	75	7.9
Regular Part-time	90	4	4.4	79	3	3.8	92	3	3.4	112	9	8.0
TOTAL	946	46	4.9	1042	54	5.2	974	51	5.2	1064	84	7.9

I Actual, Fall 1975 figures for UTCHS include additional administrative personnel from the West Tennessee Chest Disease Hospital.

NOTES AND DEFINITIONS ON FACULTY AND ADMINISTRATIVE STATISTICS

THE UNIVERSITY OF TENNESSEE

DEFINITIONS

1. Faculty includes all individuals with the following ranks: instructor, research instructor, extension instructor, assistant professor, research assistant professor, associate professor, research associate professor, professor, research professor, and lecturer. Graduate teaching assistants are listed separately. Graduate assistants and graduate research assistants are not included in these totals. Academic department heads, library staff with academic rank, and coaches holding faculty appointments are included in the list of faculty. Deans, assistant deans, and associate deans are included in the tabulation of administrators. Agricultural specialists, agricultural extension agents, and extension leaders are included among the faculty of the Institute of Agriculture. A more complete classification by position titles is attached.
2. The University of Tennessee at Nashville was created by act of the Tennessee General Assembly in April 1971; however, in the fall of 1970, a separate payroll and administrative staff had been established for the Nashville center, and hence statistics for UTN are given beginning in the Fall of 1970. Prior to that time, all faculty and administrators at Nashville were included in the University of Tennessee, Knoxville's totals.
3. In 1969, the Division of Continuing Education and the Institute for Public Service were administered by the Knoxville Campus and the personnel of these organizations are counted in the Knoxville totals for that year. Since 1970, these organizations have been part of the central administration and their personnel are counted in the central administration totals for 1970 and subsequent years.
4. The decrease in numbers of administrators on several campuses between 1973 and 1974 reflects a revision of job titles on July 1, 1974, which placed a number of individuals formerly classified as administrators into the "professional" category.
5. The decrease in faculty at UT Knoxville between 1969 and 1970 appears to reflect the separation of certain units from the Knoxville Campus, including UTN, and an actual decline in number of instructors brought about by a decline in freshman enrollment.
6. Statistics for the University of Tennessee Space Institute at Tullahoma are included with those for the Knoxville Campus; those for the Memorial Research Center and Hospital in Knoxville are included with those for the Center for the Health Sciences.
7. A significant portion of the instructional effort at UTN is provided by temporary part-time faculty. Such personnel, and others on the quarterly payroll (including such personnel as correspondence instructors and UTK Evening School quarterly instructors) are not included in the totals in the accompanying tables.
8. Faculty and staff members on leave of absence without pay are not counted.

POSITION CATEGORIES

ACADEMIC, ADMINISTRATIVE, AND OTHER PROFESSIONAL EMPLOYEES

EXECUTIVE

President
Vice President
Associate Vice President
Assistant Vice President
Chancellor
Vice Chancellor
Associate Vice Chancellor
Assistant Vice Chancellor
Provost

ADMINISTRATIVE (1)

Senior Administrators
Junior Administrators
Deans and Acting Deans
Associate and Assistant Deans
Assistant to the Dean
Director and Acting Director
Associate, Assistant, and Deputy Director
Assistant to the Director
Superintendent
Associate and Assistant Superintendent
Supervisor
Assistant Supervisor
District Supervisor
Associate and Assistant District Supervisor
Registrar
Associate and Assistant Registrar
Manager and Head Resident
Assistant Manager
Editor
Associate and Assistant Editor
Chief
Assistant Chief
Cashier, Chief, and Assistant Cashier
Administrative Assistant
Assistant and Assistant to
Advisor, Consultant, Counselor, and Coordinator
Graduate Assistant
Planner, Estimator, Inspector of Property
Buyer
Dietician and Assistant Dietician
Research Associate
Research Director
Associate and Assistant Research Director

PROFESSIONAL (2)

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Accountant, Associate and Assistant Accountant
Advisor, Associate and Assistant Advisor, Consultant
Analyst
Architect
Artist
Attorney
Auditor
Coach
Engineer
Medical Professional
Nursing Personnel
Other Medically Related Professionals
Resident, Intern, and Extern
Producer (Radio and TV)
Program Analyst and Supervisory Programmer
Assistant in Agricultural Extension
Other Agricultural Professionals
Safety Officer
Specialist
Trainer
Training Officer
Other Professionals

FACULTY (3)

Professor
Associate Professor
Assistant Professor
Instructor
Lecturer
Extension Instructor
Research Professor
Research Associate Professor
Research Assistant Professor
Research Instructor
Extension Agent
Associate, Assistant, and Junior Extension Agent
Agricultural Specialist

OTHER ACADEMIC PERSONNEL (2)

Consultants and Advisors
Professional Assistant, Assistant, Assistants-In
Research Associate and Research Assistant
Interns, Externs, and Residents
Demonstration Teacher
Medical Social Worker
Other

TEACHING ASSISTANTS

Graduate Teaching Assistant
Undergraduate Teaching Assistant

OTHER GRADUATE ASSISTANTS (2)

Graduate Assistant
Graduate Research Assistant

NON-WAGE CLASSIFICATION (2)

Fellows
Participants
Trainees
Post-Doctoral Trainee
Scholarship Recipient

- (1) On July 1, 1974, the following positions were shifted from the Administrative to the Professional category: Accountant; Advisor and Consultant (if attached to academic unit); Analyst; Attorney; Auditor; Coach; Program Analyst; related titles including assistant and associate.
- (2) Not included in Administrative or Faculty Tabulations.
- (3) Includes all department heads, chairman, extension leaders, etc.